



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
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**LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Business Meeting of the Board
Tuesday, April 14, 2026 - 6:30 PM
Oceanlake Elementary
2420 NE 22nd St, Lincoln City
Lincoln City, OR 97367**

Agenda

1. Call to Order & Reading of Land Acknowledgment. BG 2 & 4



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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 a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation that covered land in what is now Tillamook, Lincoln, Benton, Marion, and Coos Counties. 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.

2. Roll Call- Establishment of a quorum
3. Introductions
4. Recess into Public Hearing. BG-2
 - a. Title VI Grant Submission Public Hearing
5. Adjourn Public Hearing, Resume Business Session
6. Communications. BG-4
 - a. Written

My name is Lillie Bodda, and I'm a 17-year-old junior at Siletz Valley School. I never thought I'd have to write something like this, but the risk and possibility of my school shutting down has made me reflect back on just how much this place truly means to me - not just to me, but to every single student who walks through the front doors each day.

Siletz Valley School is much more than just a building where we attend classes. It has shaped all of us into who we are today. It's where we've learned not only academics, but how to be better people - how to listen, how to support one another, and how to grow. Every one of its hallways, every classroom, every conversation with a teacher has played a role in helping us become stronger, more confident individuals. This school has helped us find ourselves.

One of the most important things that this school has given us is the ability to find the light, even in difficult times. There's a shared understanding here as well that anything can happen, and rather than letting that fear overwhelm us, we choose positivity, we lift each other up. Whether it's a bad day, a hard class, or struggles outside of school, there's always someone here ready to remind you that you're not alone. That kind of environment is rare, and it cannot simply be replaced.

As a community, we've learned how to fight through tough times together. When challenges come our way, we don't fall apart - we come closer. Students, teachers, and staff members continually standing together as a team to work through problems. That sense of unity is what makes this school so special. It's not focusing only on individual success; but collective strength.

Silbitz Valley School offers so many opportunities that truly make a difference in our lives. From clubs and programs that allow us to explore our interests, to one-on-one meetings with teachers who genuinely care about our grades and our futures - this school invests in us. We're not just numbers here. Teachers take the time to sit down with us, guide us, and help us succeed.

We are also given real opportunities to prepare for life after high school. Job opportunities, dual credit classes, and hands-on experience help us build a future while we are still here. We are encouraged to think ahead, to dream bigger, and to believe that we are capable of achieving those dreams.

More than anything, this school has become a safe haven. It's a place where we can use our voices, stand up for what we believe in, and make a difference.

It's where we feel seen, heard, and valued. For many of us, it's the one place where we feel like we belong. And for me, personally, this school means everything.

If Siletz Valley School shuts down, I won't be able to attend another school as if nothing ever happened here. Siletz is irreplaceable. No other school could offer what this one has given to me. The thought of losing it absolutely breaks my heart. This is the ~~best~~ school I have ever attended, and for the first time in my life, I've genuinely felt happy here.

Before coming to this ~~school~~ school, I struggled. I was bullied, and school was a place I dreaded. But Siletz Valley changed that for me. It gave me a fresh start. It gave me a place where I could feel safe, accepted, and supported. It helped me rediscover confidence and happiness that I didn't think I would ever have again. To lose this school would mean losing a place that changed my life.

I'm not just speaking for myself - I'm speaking on behalf of every student who has found comfort, growth, and purpose here. Schools like this are rare. They are necessary. They are life changing.

Siletz Valley School is not just where we learn.
It's where we become who we are meant to be.

Sincerely,
Lillie Bodda

A letter of support for keeping Siletz Valley School open:

Dear Lincoln County School District,

I am writing to express my strong support for keeping Siletz Valley School open for our children and our community.

My son, who is currently a junior, has attended Siletz Valley School since fifth grade. Over the years, both he and I have developed meaningful and trusting relationships with the staff. The school has consistently provided him with a safe and supportive environment where he can learn and grow.

As a single mother, I face many challenges managing everything on my own. The teachers at Siletz Valley School have gone above and beyond to offer additional support and communicate with me in a compassionate and understanding way. Their approach has made it easy for me to stay involved and work collaboratively with them to support my son's success.

The teachers genuinely care about their students. They show up for my son, encourage him, and make sure he knows he is valued. In addition to academic growth, the school has helped him connect with his culture through educational and cultural field trips, as well as meaningful classroom experiences that strengthen his connection to both his peers and the community. Siletz Valley School is more than just a place of learning, it is a vital part of our community. If the school were to close, we would lose a supportive environment where dedicated educators are deeply committed to helping our children thrive.

Thank you for your time and consideration.

Sincerely,

Sally Flatt



Debra Barnes <dbarnes@siletzvalleyschools.org>

Leelins letter

1 message

Jaimi Justice <jaimib89@gmail.com>

Sun, Mar 29, 2026 at 11:07 AM

To: Debra Barnes <dbarnes@siletzvalleyschools.org>

To whom it may concern,

I am a student at SVS. From my first couple of years at the school all of the teachers taught me well and all staff and faculty are very nice, helpful and respectful. I am more connected with my traditions and my tribe through the school then if I was still at Toledo with only one Indian Education teacher. There are some staff there that have gone above and beyond to support me and my friends. They take time to check in on us and help us navigate our feelings. A lot of other schools are not respectful to culture and religion and I take pride in attending a school that supports all. Even if you're not Native American our school still let's those students participate in drumming. Please don't take our school away from us.

Sincerely,

7th grade student

SVS has impacted my life by pushing me through school. When I was younger, I always wanted to skip a grade. In kindergarten I was doing 1st grade work and in 5th grade I was at an 8th grade level. When I hit middle school, Ms. McGraw and Mrs. Barick helped me out and skipped me a grade. In short, SVS helped and pushed me to complete my life goal so I could move on with a new goal.

This school means so much to me and my family. My brother went to SVS and he has a series of mental issues yet the teachers never gave up on him. That is what I love, the teachers truly care and aren't just here for a paycheck. No school is quite like ours in that aspect. The teachers aren't the only ones who care, the students are also caring as well. In this school, a new student could talk to anybody and have a good conversation and make a friend out of it. On top of all that our school also heavily benefits our students. They offer dual credit classes and pay for the college classes. This school offers cultural significance in

many ways that no other school offers. This school is kind, caring, inclusive, beneficial and offers cultural learning.

This school should not close, it is much too important to the students and families.

March 31, 2026

Dear Lincoln County School District,

Siletz Valley School is more than just a school, it is the heartbeat of our small community. It is seeing family at sports games, a warm meal in the summertime, Halloween costume parades through town, Round dances and Mini Pow-Wows, Veterans appreciation ceremonies, and everything in between. The energy pulses through our streets and encourages us all to keep going, keep improving, and keep fighting.

As someone who not only attended SVS from Headstart to graduation, but also was an employee for five years, I've seen the good, bad, and ugly. I've seen SVS thriving and a force to be reckoned with. I've also, recently, witnessed the unfortunate decline that brings everyone here today. The decline is not the result of actions of a single individual but multiple. Leaders who treated our students like their test project. Leaders with an unclear understanding of the job requirements and an inability to adapt. Leaders who enjoyed having the title of Administrator, Board Member, or Manager but did not step up to complete their role in a manner that was required.

And now, we stand today in front of Leaders who hold the ability to lock our school doors permanently rather than provide support for much needed improvement. I understand the history behind this potential decision. The broken promises, the deadlines missed, the incompetence. But I hold hope for the future that is greater than the hurt of the past. I have the utmost confidence that the SVS Board Chair, Jen Metcalf, the board members, and the interim Superintendent, Debra Barnes have not only the ability but the dedication to steer our school in the right direction. Over the previous summer, the school board had many who resigned prior to their term dates, leaving the school and few remaining members in a panic. This current school board has not been given the adequate time to correct the past mistakes of the previous board decisions or lack of.

Our school may be small in size but it is not small in heart. It is not lacking in teachers with a passion to teach, or students with a passion for self improvement, or a community with a passion for school pride. We have not given up on us, so please, do not give up on us. We are Warriors and we are here to prove what that looks like.

Thank you,

Joanna Napoleon



Debra Barnes <dbarnes@siletzvalleyschools.org>

Letters for the school meeting.

1 message

Taryn Fortin <taryn.fortin@icloud.com>
To: dbarnes@siletzvalleyschools.org

Sat, Mar 28, 2026 at 9:02 AM

To Whom It May Concern,

I am writing to express my deep concern regarding the potential closure of Siletz Valley School. This school is not just a place of education to my family—it is a meaningful part of our history, our community, and our identity.

For generations, Siletz Valley School has played an important role in my family's life. It is where memories were made, values were shaped, and strong foundations were built. The impact of this school reaches far beyond academics; it fosters connection, belonging, and pride within the community it serves.

Now, as a parent, it means everything to me that my children have the opportunity to experience the same supportive and close-knit environment that previous generations of my family were fortunate to have. Siletz Valley School offers something that cannot easily be replaced—a sense of community, individualized attention, and a place where students feel truly seen and supported.

Closing this school would not only disrupt education for current students, but it would also take away a vital piece of our community's legacy. Schools like Siletz Valley are the heart of small communities, and once they are gone, that loss is deeply felt for years to come.

I respectfully urge you to consider the lasting impact this decision will have on families like mine and on the community as a whole. Preserving Siletz Valley School means preserving tradition, connection, and opportunity for future generations.

Thank you for your time and consideration.

Sincerely,

3-17-26

Attending Siletz Valley Schools is important to me because it's a pretty good school. There is not a lot of students and the classes are smaller which gives teachers more chances to work one on one with students. Also it's local to the community, where students can just walk to school and to the store during lunch. Sports is also a good one, even though we don't win many at all, it's still super fun to play and just enjoy ourselves while we have the time. We also get good teachers (sometimes) to where we can bond with them and they can help us in so many more ways.

3/30/26

I originally came to SVS because they were the first school to physically open. I stayed because of the community. To me SVS is a safe, friendly, inclusive community that's hard to leave in a good way. Diverse educational pathways matter because becoming trapped in the 'college only' mindset severely limits the good options that are so much more available to you. While I've been at Siletz, I grown closer to others and I feel like I am slower to judge another because of my experiences at this school.

March 30, 2026

Lincoln County School District
Board of Directors

RE: Potential Closure of Siletz Valley Charter Schools

Nearly 50 years ago, I moved to Siletz, Oregon from Southern California. The Siletz Community has provided me with many opportunities to become a part of the community through volunteer work, civic opportunities, and educational development.

As a parent, I was excited to enroll my daughter in Siletz School's K-12 program in 1979. I was particularly impressed with the high school curriculum, which mirrored my own parochial high school education, by providing coursework that would enable any student to attend higher education colleges or universities because they would have met the academic prerequisites. It was with great sadness that I attended meetings that, in the end, closed our high school and transferred students to Toledo High School in 1983-84 .

I returned to college myself to obtain a Bachelor of Arts and Masters degree in teaching. I was able to be hired with the LCSD and taught at Siletz School until its closure in 2002 and taught at Newport Middle School. During that time, I attended community meetings to try and establish a charter school for Siletz. As partners in education, the Siletz Tribe was instrumental in helping gain a school for our Siletz youth. They realized the value and importance of having a school in our own community. The benefits of having cultural awareness and responsiveness to our community, helped in gaining Siletz Valley Early College Academy charter status for our youth in 2006. The school has progressed to include college classes and Dee-Ni Language and Culture classes that can be taken. Our school is unique and valuable among the Lincoln County schools.

The school, K-12, is an integral part of our community. It has many programs that benefit our student population, through culture, academics, and sports and thus benefit the community as a whole, through their participation in those activities. Our school is like the "life blood" of our community. It even houses our much needed Siletz Food Pantry and gives community members access to supplemental nutrition during these hard times.

As a semi-retired substitute teacher, I can attest to the benefits of having language, reading and math programs at the elementary level that provide consistency for grade

levels. Staff members welcome students at the school entrance with a warm smile to start their day and it helps reassure them that our school is a “safe” place to be. Many elementary students have experienced trauma that your “average” student may not have experienced at that age. Everything from traumatic and sudden death of parents or family members, to temporary placement programs that house them while parents are undergoing substance abuse treatment programs, to learning difficulties that may have resulted from prenatal care. The school, in partnership with CTSI’s emotional support staff, located within the school, helps to address many of these issues. Mentors and other adults within the program offer a resource to immediately address these needs. Attendance is a major focus, and students are rewarded with certificates and “prizes” that encourage them to come to school each day on time and ready to learn.

Middle school students are making progress in their attendance, self-discipline, and academics. Debra Barnes is a principal that provides students with an opportunity to address any bullying issues or other behavioral issues that interfere with their own opportunity to be successful in the classroom. She is consistent and fair. She is also responsive to teachers who may be struggling to cope with these issues.

High school students have experienced their fair share of emotional and generational trauma which has affected their lives, in various degrees from elementary through high school. The Confederated Tribes of Siletz also makes available their emotional support staff for the high school students. The cultural component of their mentorship is extremely valuable to high school students, some of whom may be “unhoused”, to help them navigate the world in general. High school students have wonderful opportunities to become civic-minded citizens upon graduation and have some great role models as teachers, to encourage them to be critical thinkers.

I feel fortunate to have had my children, grandchildren and a great-grand child attend Siletz School and Siletz Valley Early College Academy. Rather than pursue an option of closing our Siletz schools, join with our educational partners, like the Siletz Tribe, Oregon State University, parents, staff, students and community members and others, to help sustain us in our educational endeavors.

Sincerely,

Patricia R. Whetstone
Proud Siletz Warrior

I haven't always gone to Siletz valley schools but SVS has impacted my life in many ways, the main thing being is finding my best friends out here. SVS to my family means I get to be closer to home and my parent know mostly everyone in the area and their parents so it makes them feel safer in a way knowing who everyone is so I'm not hanging out with strangers. Another big impact our school gave me was sports, everything was so nice and welcoming. If I was in Jabigget school I don't think I would play any sports because of the competitive mess of being a team. Even though sometimes we do all butt heads sometimes we are all and up friends in the end. Diverse pathways matter in a school because every one learns different. Education in culture because "I knew very little about their culture until I went here and I know way more now."

Siletz Valley School has
impacted my life in a positive
way it's made me try classes
i don't think i would have found
in other schools. Wood Shop and
Culinary are some of the
particular the culinary teacher
has helped me learn skills
i wouldn't have thought to learn
he got me interested in cooking
and the cooking competitions



Andrea Taylor <ataylor@siletzvalleyschools.org>

Letter for school

1 message

Jessyka Bennett <jessykabennett@gmail.com>
To: Andrea Taylor <ataylor@siletzvalleyschools.org>

Mon, Mar 30, 2026 at 12:30

To Whom It May Concern,

I am writing in strong support of Siletz Valley School and to urge you not to close a school that has been such a vital part of our community for generations.

This school is not just a building to me, it is part of my family's history. Generations of my family have gone through Siletz Valley School, and now my own children attend here. That kind of connection is not something you can replace or rebuild somewhere else.

Siletz Valley School has made a life-changing difference for me personally. I truly believe I would not have succeeded in life without the support, structure, and care I received here. The teachers and staff go above and beyond in ways that are rare and deeply meaningful.

Now, as a parent, I see that same impact on my children. My two children, Amadeus and Jade, are both in 8th grade at Siletz Valley School, and their experiences show exactly why this school matters so much.

Amadeus is autistic and has had a very difficult time in school. There were times he stopped attending for months, but the staff at Siletz Valley School never gave up on him. They continued to reach out, support him, and encourage him to come back. That kind of dedication is something you do not find everywhere it is what makes this school so special.

Jade has completely turned her life around since coming to Siletz Valley School. She used to hate school, but now she is involved in sports, has improved her grades, and is actually engaged and motivated. This school gave her a sense of belonging and purpose that she did not have before.

Without Siletz Valley School, my children would not feel connected or hopeful about their future. This school meets students where they are and helps them grow in ways that truly matter.

Siletz Valley School also provides something that cannot be replaced its strong connection to Native American culture and community. That cultural foundation creates identity, belonging, and pride for students in a way that other schools simply do not offer.

Closing this school would not just affect education it would take away a safe, supportive environment that is changing lives, including my children's.

Please consider the real impact this decision will have on families like mine. Siletz Valley School is not just important—it is essential.

Sincerely,
Jessica Edelhuber



Debra Barnes <dbarnes@siletzvalleyschools.org>

#2

1 message

Jaimi Justice <jaimib89@gmail.com>

Thu, Mar 26, 2026 at 3:16 PM

To: Debra Barnes <dbarnes@siletzvalleyschools.org>

The positive impact that SVS has had on my sons life cannot be expressed only by words. Accountability, leadership, long term life skills, positive relationships and cultural ties to name a few. It would be very heartbreaking if our kids had to go to a different school with no cultural ties. The classes other than the core classes are amazing and teach the children real life skills like carpentry and culinary arts. Those are skills that will carry these children far beyond their youth and will give them a look into what they may like to do as an occupation in their adult lives. To have a place that not only nurtures their academics but the heritage that runs through their veins is so uplifting and a joy to witness.

Thank you,
Mike Justice



School closing

1 message

tanja holliday <tlh0706@yahoo.com>
To: office@siletzvalleyschools.org

Sun, Mar 29, 2026 at 10:13 PM

I am unable to attend the meeting due to a health issue, but I am hoping that you can get this into the right hands. Thank you.

Dear Valued Stakeholders,

I am Tanja Price, a deeply concerned parent whose son, Noah, a 7th-grade student with autism, stands as a testament to the unparalleled transformative power of Siletz School. I write to you today with an urgent and profound appeal, born from the depths of personal experience, regarding the critical juncture Siletz now faces. The very thought of this irreplaceable institution closing its doors fills me with overwhelming anguish, not only for Noah but for every child who, like him, has finally found their voice, their confidence, and their true sense of belonging within its nurturing embrace.

Before Siletz, Noah's educational journey was a desolate landscape of unmet needs and profound misunderstanding. In previous institutions, his autism spectrum diagnosis was often met with institutional indifference or, worse, treated as an obstacle rather than a unique neurodivergence requiring tailored support. He endured years of marginalization, feeling like an outsider in an environment that should have fostered his growth. The emotional toll was immense, manifesting as plummeting self-esteem, academic stagnation, and a pervasive sense of isolation.

Then came Siletz. For the past two years, this remarkable institution has not just educated Noah; it has *seen* him. It has been a sanctuary where the principle of inclusivity is not a policy written on paper but a living, breathing culture embraced by every educator and staff member. Here, Noah is not just accommodated; he is *celebrated* for his individuality. This unique ecosystem, meticulously cultivated by its dedicated faculty, has unlocked potential that we, as his parents, feared might forever remain dormant.

The academic transformation has been nothing short of astonishing. Noah, who once struggled to engage, now has achieved honor roll status within mainstream classes – a feat that seemed unimaginable just a few years ago. More profoundly, Siletz has healed his spirit. For the first time, he is forming authentic friendships, participating actively in school life, and experiencing the profound sense of belonging every child deserves. This isn't just about grades; it's about the blossoming of a whole person. The staff at Siletz possess an extraordinary ability to connect with each student, recognizing their inherent worth and tailoring their approach to foster both intellectual and emotional development. They teach beyond the curriculum; they teach *life*.

Educators like Ms. Andrea Taylor epitomize this commitment. Her unwavering support, innovative pedagogical methods, and collaborative spirit with her colleagues have been absolutely pivotal in Noah's journey. She is a living embodiment of Siletz's philosophy: not merely to accommodate students with diverse needs, but to actively empower them to reach their fullest potential.

The prospect of Siletz School closing its doors is not merely a logistical decision; it is a direct threat to the fragile progress of countless vulnerable children. For Noah, it would mean the cruel reversal of hard-won emotional stability and academic achievement. It would shatter his burgeoning confidence and extinguish the hope that has finally ignited in his young life. Siletz is not just an educational facility; it is a *lifeline* for students like Noah, who have often been failed by more conventional systems. Its unique model of specialized support and radical inclusivity serves as a crucial bulwark against the despair of marginalization. To close it would be to abandon these children, effectively condemning them to a future devoid of the tailored care and understanding they so desperately need.

I implore you, with every fiber of my being, to look beyond budgetary figures and administrative charts. See the faces of children like Noah, whose futures are inextricably linked to the survival of Siletz School. The ramifications of this decision are not abstract; they are deeply personal, affecting the very trajectory

of our most vulnerable students' lives. I am prepared to share Noah's comprehensive educational history and articulate in greater detail the profound, life-altering impact Siletz has had on our entire family. Please, weigh the *human cost* above all else before making a final determination that could irrevocably alter the lives of these precious children.

With deepest urgency,

Tanja Price
860-856-0901

Sent from Yahoo Mail for iPhone

To Whom It May Concern,

I am writing with a heavy heart and a deep sense of urgency—an honest plea to *Save Our School*. Siletz Valley School is not just a building or a line in a budget to my family. It has been our stability, our support, and in many ways, our lifeline.

Our journey with SVS began in 2005, when my oldest son walked through its doors as a first grader. Today, more than twenty years later, my youngest son is still a student there. This school has grown alongside our family, shaping not only my children's education, but who they are as people.

When my oldest son, Colton, was just three years old, he was involved in a tragic accident that left him with a learning disability. From that moment on, school was never easy for him. He learned differently, at a slower pace, and often with frustration and self-doubt. SVS saw him—not as a problem, not as a statistic—but as a child who deserved patience, understanding, and individualized care.

The small class sizes, the one-on-one attention, and the genuine compassion shown by the teachers allowed Colton to succeed when many other environments would not have. Every single teacher believed in him, fought for him, and never gave up on him—even when learning was hard. Because of SVS, he found confidence, perseverance, and a sense of belonging.

Colton didn't just receive an education here—he found a family. Through sports like football, wrestling, baseball, and track, he developed lifelong friendships and mentors. He began wrestling in Siletz in 2005 and gained something far greater than medals—he gained support, discipline, and self-worth. Against all odds and with many battles along the way, he graduated in 2017. We still stay in contact with the teachers who helped make that possible, because they forever changed the course of his life.

My youngest son, Cody, has an entirely different story—but the same outcome because of this school. From the moment he began school, he dreamed of graduating early. He is incredibly bright and deeply motivated. When COVID shut classrooms down, he was terrified of falling behind. But once again, SVS stepped up. One dedicated teacher made sure he continued to move forward, even in the most uncertain times.

In middle school, Ms. McGraw helped advance him a grade. Today, Cody is a sophomore taking junior-level and college courses. He has earned high honor roll status for most of his high school career. Ms. Barnes personally reached out to the college so he could begin taking classes at just fourteen years old. Ms. Kosydar worked tirelessly to ensure he could complete English 3 online so he could qualify. These teachers did not see obstacles—they saw potential and did whatever it took to help him reach it.

Siletz Valley School has supported both of my children—one with a significant learning disability and one who is academically gifted—with the same level of care, commitment, and heart. That kind of

environment is rare. Children are not one-size-fits-all, and SVS understands that better than anywhere else I've seen.

The thought of my son not being able to finish high school at SVS is heartbreaking. I honestly don't know where he would receive the same level of support, understanding, and opportunity. This school has been there for my children when they needed it most. It has been there for our family when the road felt impossible.

These children need this school. Families like mine need this school. Once a place like Siletz Valley School is gone, it cannot truly be replaced.

I ask you—please see this school not as a cost, but as an investment in real lives, real futures, and real children who depend on it every single day.

Respectfully,

Christy Simpson



Letter of Support

1 message

Jolyn C <jolyn.cripps@gmail.com>
To: office@siletzvalleyschools.org

Sat, Mar 28, 2026 at 7:04 PM

Hello! This is to whom it may concern:

Siletz Valley has been the home school for my children for 3.5 school years now. My kids know nothing different. Before we moved out here, we lived in Oregon City. So we know the difference in school districts and schools. We LOVE SVS. It's a great community, and when you walk in the school every single staff member knows my children. They know every child in their school, and you cannot say that about larger schools! It helps children feel welcome, appreciated, and helps them stay on track to learn.

Beyond the school itself, we live out in Logsdan. The only other school our kids could go to would be Toledo - and that's over 20 minutes drive from us, Newport is almost 40, and Eddyville School is 30 minutes! How are we supposed to feel like those schools are our community when they're nowhere near us?

It's true there's been some growing pains at Siletz these past 2 years, this year especially, but how do we expect things to get better if we don't give them a chance to?

Not only is the curriculum amazing, I'm going to go back to the community and the culture! My children aren't just learning about math, reading, and science - they're learning about the world around them, the land they live on, and the people who lived on this land before us! They go to the tribal farm and learn about first foods, HANDS ON, not just from a book. There's literally no other school like this, and to take it away would be a crime.

Thanks you for your time,

Jolyn Cripps

Mother to a SVS 4th grader, former SVS 6th grader, and SVS Highschool graduate.

+

SVS has impacted my life in a very positive way. Being in the school has taught me about culture and life skills. I feel like I belong even though there are very few black kids, I still feel respected. Diverse education will always matter. Everyone doesn't learn the same. Smaller class sizes means more teacher-student time.



Debra Barnes <dbarnes@siletzvalleyschools.or

Keep Siletz Valley Students in Siletz

1 message

Kyle Rakoz <rakozink.inc@gmail.com>

Wed, Mar 25, 2026 at 9:30 F

To: "dbarnes@siletzvalleyschools.org" <dbarnes@siletzvalleyschools.org>

To Whom it May Concern,

As a former teacher at Siletz Valley Schools, it hurts my Warrior Heart to hear that the closure of Siletz Valley Schools is even being considered. If life was simpler for me right now I would put on my Warrior Heart hoody and drive my family the 6+ hours from Washington to be there, but life is seldom simple.

And that's exactly why Siletz students deserve a Siletz School- community schools ease life's pain, and, when done well, enhance life beyond surviving those pains and helps kids thrive.

I started at Siletz when it was near the bottom of state standings, like it is today. I didn't know all the reasons and there was lots of blame thrown around. I'm just a Siletz faculty alumni now, and I hear some of the reasons and a lot of the blame thrown around all the way in Washington. We did it once then, Siletz can do it again now. It won't be cheap, it won't be easy, it won't be simple. Life worth living usually isn't, and what better way to share that lesson with students than fighting for them and showing them it's ok, and even expected, that we all do the hard thing when it really matters.

Kids matter.

Our family saw the way Lincoln County Schools treated Siletz kids like they were not Lincoln County kids... At least not in the good way. They did not support the cultural language nor heritage, nor respect traditions. They did treat them as other. Siletz community members have been treated as "other" before and didn't give up then. Don't give up now.

Once a Warrior, always a Warrior. Warriors fight. I can't be there Tuesday. These words and my thoughts will be in that school Tuesday and always. I encourage those making the decisions to fight too and put your thoughts towards Siletz kids. They're worth it.

Kyle E. Rakoz and family.



Debra Barnes <dbarnes@siletzvalleyschools.org>

Letter of Support

1 message

Dakota McKnight-Todd <dakota.mcknight.todd@gmail.com>
To: "dbarnes@siletzvalleyschools.org" <dbarnes@siletzvalleyschools.org>

Thu, Mar 26, 2026 at 7:07 AM

Dear Lincoln County School District Board Members,

I didn't attend Siletz Valley School, but this is something that directly impacts our community.

Lincoln County as a whole is incredibly rural. We cover a large geographic area with only a handful of school zones. When you remove a school from a community like Siletz, you're not just shifting students, you're creating real barriers for families.

If this school closes, many Siletz students will be forced to attend school in Toledo. That means longer commutes, fewer options for families, and limited access to alternative schools like Taft or Newport.

With the long-term closure of Highway 229, those transportation challenges are even more significant. What might look like a reasonable alternative on paper is not realistic for families right now.

There is also a high level of poverty in the Siletz area and limited access to reliable transportation. Bussing students out of town creates additional hardship. Parents may have a much harder time reaching their children in emergencies, attending school events, or staying involved in their education.

This school also serves a large number of students from the Confederated Tribes of Siletz Indians. The Tribe is a major presence in our county- culturally, economically, and as a contributor to the broader community. A school that serves so many tribal students plays a critical role in maintaining cultural connection, identity, and community.

From what's been reported, the potential closure is tied to compliance and leadership challenges, not because the school lacks value. That matters. The solution to those problems should be support, stability, and accountability, not removing a school from a rural and culturally significant community.

Siletz has already seen limited access to services, minimal law enforcement presence, limited mail delivery, and now potentially the loss of a local school.

In rural areas especially, schools are more than just places for education. They are hubs for connection, safety, and stability. They give kids a sense of belonging and families a reason to stay and invest in their community.

We should be looking for ways to fix what's broken and invest in what's working, not remove one of the most important parts of this community.

I strongly support keeping Siletz Valley School open.

Dakota McKnight-Todd
Toledo Resident
Parent and Small Business Owner

If there are ways I can support the school in addressing these challenges, I would be glad to help where appropriate. I have experience working with financial reporting, compliance, and board processes through my bookkeeping business, and previously worked with Olalla Center supporting compliance for both state requirements and a Lincoln County School District classroom. I would be happy to contribute if it would be useful.



Debra Barnes <dbarnes@siletzvalleyschools.or

Possible Siletz Closure

1 message

Chazlynne Williams-Goodell <chazlynne.goodell23@gmail.com>
To: dbarnes@siletzvalleyschools.org

Thu, Mar 26, 2026 at 7:31 /

To Whom It May Concern,

I am writing this letter today to express my sadness and thoughts after hearing about the school closure for Siletz. I attended Siletz Valley Early College Academy my entire life, from head start to graduation. Too some people just think Siletz is another school, but to me Siletz School was HOME! It angers me to see that things have got this bad too where they are considering closing the school down.

My main issue when it comes to that is Siletz is a comfortable place for students, it's close to home. Forcing children to go to Toledo, Newport or Eddyville would be very overwhelming for some. Especially the parents. The buses would be overflowing, the school classrooms would be at capacity. I went to Toledo for a few months during my middle school age and the difference between Toledo and Siletz was wild to me. There were way too many students in one class, and there were not many options for the one on one learning for students.

Although students have the option to go to other schools in the county, on social media I see most parents talking about homeschooling their students. I do believe many parents would be successful doing that, but it would cause a lot of job loss. I will do anything in my power to make sure this school does not get closed down. This is very unfair to the teachers who work extremely hard. This would be unfair to the students who work really hard. This would be a slap in the face to the culinary students who have built a name for themselves!

With all my opinions being said, I would like to ask. What can we as tribal members do? What can people out of state like myself do for these students? This would cause a lot of issues if the school was closed. How can we help Siletz? What can we do for the staff and students? What is the real main reason for this possible closure? Is it a scare tactic to get more parents involved? I am not accusing anyone of anything I am just generally curious how things have gotten this bad that it is leading to possible closure?

I hope that you don't take this message to heart, but at the same time you do. This really hurts me, and I am 28 now. I graduated 2015. I just believe that this is unfair to those who have put their blood, sweat and tears into making Siletz what it is today! PLEASE do not school this school down, please tell us what we need to do as a community to make this better and how we can fix this!

Sincerely, a broken hearted Siletz Student.
-Chazlynne Williams Goodell
(417)684-1817



Debra Barnes <dbarnes@siletzvalleyschools.org>

Letter to save our school!

1 message

Jalmi Justice <jaimib89@gmail.com>

Thu, Mar 26, 2026 at 12:17 PM

To: Debra Barnes <dbarnes@siletzvalleyschools.org>

The Siletz Valley School is so much more than a school. It is community, heritage, cultural traditions, it's family. This school is a safe space for every student to be who they are with the utmost support and guidance.

My child has been a student at the siletz school for 9 years and is a Siletz tribal member and I have two more children I intend on attending there as well when they become of age. I myself personally did not attend SVS but I did attend in the county. As a native American I always envied the students who got to go to a school that supported them not only as students but as native people. Ever since kindergarten my child has come home speaking words from his native language and teaching his father and I things of the culture that we ourselves could not have otherwise taught him. He has always been supported at his school in all aspects of life. The staff members have always taught him to find something he is passionate about and helped him to learn ways to strive in those areas. Our child is very passionate about science and nature, and SVS has helped to guide him to find pathways to research into those avenues.

The first time I attended a SVS assembly I cried. They always open their assemblies with a song on the pow wow drum. This school doesn't only enrich students they enrich the children on a cultural level that empowers these kids on a level that is unmatched.

To have my child attend school at SVS has been an honor and a privilege that I cannot bare the thought of losing. Please do not take that away from these young people.

Sincerely, Jalmi Justice



Debra Barnes <dbarnes@siletzvalleyschools.or

Please keep the school open!

1 message

Nikki Oliphant <nikkioliphant.93@gmail.com>

Thu, Mar 26, 2026 at 1:59 P

To: Dbarnes@siletzvalleyschools.org

Hi my name is nikki oliphant, I went to school in siletz at svcs for 3rd grade back in the early 2000s when the school first opened and then again for 6th, 7th and 8th grade. Although I didn't go to svcs for my whole childhood like some folks it did make a huge impact on my life throughout those 4 years compared to any other school, not only was siletz school generally always kind and welcoming but even when kids were mean it was home, people had my back and weren't going to see me get hurt, I grew my support circle and group of friends who helped me in those times of being bullied & to this day are still the only friends I carry with me, everyone else from Lincoln country has drifted away honestly and that just shows me how close knit siletz community is and how much they need that school and the chance to gain that just like I did.

I also was taught about my roots there and where my some of my family was from, the only teachers to ever go out of their way to teach their students the athabaskan or if they were taught a different language we did have teachers trying to teach us these things with the educational resources they were given. No one can say these child aren't taught or given the opportunity to learn other languages because they do as best as they can.

Svcs was also the only school I outright vividly remember being taught art and being taught how to care for other individuals like them allowing the middle schoolers to help with the younger kids, i feel for people who want to become teachers or caregivers that is so important for them especially in the years of them growing & same with the arts, we painted a mural on that school in middle school, no stipulations, just be creative and it had to be a self portrait, it was the only art project I remember enjoying in school because of the freedom to do what we wanted and be our authentic self.

I genuinely believe it was the only school as well to be on top of my grades and compliance as well as my brothers, they didn't do anything about grades or report cards or keeping discipline consistent anything like that at toledo middle or high-school the years we went and honestly it was only when I started going to toledo that I wanted nothing to do with school and struggled with wanted to attend, svcs never made me feel this way it was always a wonderful impact.

I hope everything works out sincerely.
-nikki oliphant



Debra Barnes <dbarnes@siletzvalleyschools.org>

Public Hearing

Jordan Smith <jordan.smith@siletzvalleyschools.org>
To: Debra Barnes <dbarnes@siletzvalleyschools.org>

Mon, Mar 30, 2026 at 12:21 PM

Dear Members of the Lincoln County School Board,

I joined Siletz Valley School this January as a middle school humanities teacher. I am not from this community, and I do not claim any personal or cultural ties to Siletz. What I can offer is my direct experience working with the students, families, and staff here over the past three months.

As you consider whether to continue the District's charter with the Confederated Tribes of Siletz Indians, I ask that you weigh this decision against the District's mission to develop passionate learners and responsible citizens, its commitment to continuous improvement, and its vision of supporting every child, every day.

Siletz Valley School is a place where those values are actively lived out. The students here have a great deal to be invested in. They are part of a community with strong cultural traditions, deep family connections, and a clear sense of identity. That is not separate from their education, but a major part of what makes them engaged learners. The school plays an active role in reinforcing that connection, and as a newcomer I have seen how much it matters in shaping both student motivation and perspective.

Many of our students face real and ongoing challenges that have plagued their families for generations. Some families are in the process of rebuilding stability; others are still working toward it. Many are leading the way with education, artistic expression, and strong community involvement. In that context, the school provides consistency, structure, and relationships that matter.

As conversations about the school's future have circulated, students have expressed clear concern about what they might lose: a learning environment where they feel physically safe. Several have shared concerns about returning to environments where they have experienced racism and violence from their peers, and a lack of support from staff. That concern should be taken seriously.

I understand there are compliance issues that must be addressed. I do not have full insight into how those developed, but I do know the people currently doing the work. This is a staff that reflects, adapts, and takes responsibility. There is a shared understanding that improvement is necessary, and a collective willingness to meet that expectation. This staff lives in continuous improvement and models it, and the resilience it requires, to our students.

Our commitment to improve is visible in the specific, ongoing actions of the people here. Virginia Thompson continues to advocate for her students long after they leave her classroom, supporting both them and the teachers who follow because she refuses to let them fall through the cracks. Kent Rilatos, who is deeply connected to this community, works to ensure students are understood and supported in ways that are both firm and appropriate. Alongside Theresa Smith, he helps integrate culture into both academic and extracurricular learning so that students see real value in their education. Debra Barnes consistently pushes us to look beyond surface behaviors, to address root causes, and to support students in building lasting change rather than short-term compliance. This is a team that is invested for the long term.

In considering the future of this charter, I urge you to look closely at what is happening on the ground and recognize the role this school plays in meeting the District's stated mission. Siletz Valley School is not a perfect institution, but it is a purposeful one. It is a place where students are challenged, supported, and known. It is a place where adults are actively engaged in improving their practice in service of those students. For the students it serves, this is their daily environment for learning, growth, and stability. This school is contributing to the development of capable, connected, and responsible young people who will help build the future of all of Lincoln County.

Sincerely,

Jordan Smith

Humanities Teacher



Debra Barnes <dbarnes@siletzvalleyschools.org>

Support Siletz Valley School

1 message

Kayleen Davis <kayleend25@gmail.com>
To: dbarnes@siletzvalleyschools.org

Tue, Mar 31, 2026 at 11:03 AM

Please Save Our Siletz School, the Siletz Children deserve & need their home town school.

I moved to Siletz from Toledo in 1973, just after the beginning of my sixth grade year and graduated from Siletz in 1979. I loved Siletz School, being a small school with a real sense of community, belonging, and built lifelong friendships. I was a shy child, in Siletz I felt the comfort, the sense of belonging, a growing bond with class/schoolmates, teachers, support staff (my favorite was my bus driver, my mom, many of our parents/family worked within the school in one way or another). I became more confident, I participated in sports, I loved drama and participated in several school plays, I was an honor student, which I attribute to the Siletz Teachers/Support Staff, their flexibility to work with each student and smaller class sizes. I was a cheerleader, I really found my voice!

I remember the strong support of the Siletz and surrounding community for our local school while a student and see it now. I didn't realize at the time the bond that was being built not only with our class/schoolmates, building lifelong friendships, but also with their families, teachers, the community, a strong sense of belonging, acceptance, a bond that for myself has lasted for life. I was sad when I learned a couple years after I graduated that our Siletz School was going to be closed and Siletz students would be bussed to Toledo. I thought, how very awful this would be for the Siletz Students, I knew the transition would not be easy, I feared the Siletz students would lose their sense of belonging, their safety, their Warrior pride, their bonds they had built with their class/school mates, teachers, support staff, with the community. I worried the Siletz students would be bullied, harassed, not "fit in" and that many would not continue with sports or other school activities. I learned recently this was the case as I feared. One of my schoolmates who had the misfortune of being a freshman the year of the change, her story hurt my heart. I was not wrong in my concerns, it was as bad and worse. Please do NOT do this to the Siletz Community children/students!

I was happy to see the Siletz Charter School open. I watched their progress and know there are and have been challenges, but I also continue to see the community support for our local little school and those working so very hard to make the Siletz School succeed for our local children. A few years ago two of our grandchildren came to live with us for several months. Our granddaughter attended Siletz School, she fit right in and loved it and I felt comfortable knowing she was close, in a school where I knew many of the school team, as well as students and/or their grandparents/parents/families. There it was that sense of belonging, that bond, that Warrior pride. I was happy to know that the local community children have once again, including my granddaughter.

This last summer my bestie, also Siletz alumni, and I went to the open house at the school. It was fun to see the school now and also to reminisce when we were students, from elementary to graduation. We were very impressed with the school! The Culinary Class, in the same room we had Home Ec., is awesome! I have been very impressed with all Siletz Culinary class, all their accomplishments, well quite frankly speak for themselves for anyone that has followed them. Their involvement with the local community is heartwarming, there it is again that BOND, that sense of Community, of belonging, helping and supporting each other, there is NO replacing it. Again my heart hurts for those Siletz Students that lost this, I hope that this will not happen to our Siletz Students again. To go hand and hand with the culinary class, a garden area with an impressive variety of vegetables growing. We also discovered the horticulture classroom, also very impressive, with displays of native edible plants, native foods, culture, teaching life sustaining survival skills, which sustained people for generations. They also had various plants growing, various projects out on display. The Siletz students have made some awe inspiring woodwork!! Our Warriors are also doing amazing in various sports. The outpour of support for our Siletz Warriors is as it always has been STRONG, our Community Loves our Siletz Warriors and it shows! Many of these and future students may not be able to continue with sports if they are bused to Toledo.

There are so many benefits to the students in having their town school and there are also many negative effects in taking away a student's town school and busing them to another town. These negative effects include longer bus rides, which is really for those who have motion sickness, causing many to have to get on the bus earlier and get home later. Many students will not be able to participate in sports or other after school activities, community roles and support. That bond is lost, the sense of belonging, that safe feeling, which can and does cause loneliness, depression, taking a toll on their education, as well as their wellbeing, their mental and physical health. There is also the issue of the Toledo Students as well, including the increase of class sizes.

I understand that there have been issues with the Siletz School, issues that are the fault of adults, not the children. The Siletz School Faculty, School Board, Community are working hard to correct these issues and make corrections to ensure a continued building and improvement of the Siletz Valley School for the children of the Siletz area. Please continue to support and keep our Siletz Valley Charter School.

Thank you for your time and consideration.

Kayleen Davis

3/31/2026

**Lincoln County School Board
Siletz Valley School
245 NW James Frank Ave
Siletz, OR 97380**

To whom it may concern:

My name is Katya Rilatos, I will be a future parent of a kindergarten student at Siletz Valley School. I am writing to formally request that the Board vote against the closure of Siletz Valley School.

As a Newport High School alumna, I see the importance of a small class size school like Siletz Valley, especially now as a parent of two kids who are descendants of Confederated Tribes of Siletz Indians.

The staff at Siletz Valley are trained to address the unique needs of our students, including the Indian Education program, the culinary program, the Drum Groups, and so many others. Moving these students to larger, less specialized environments risks alienating them and widening the achievement gap. This school represents a safe space that honors their heritage and fosters a sense of belonging that they cannot find elsewhere. Closing this school risks breaking the crucial connection between our children and their language, culture, and traditions.

We need to be investing in our local Native education, not dismantling it. Please keep Siletz Valley School open to continue providing a high-quality education and a stable environment for our students.

Sincerely,

Katya Rilatos

Concerned youth coach, parent, & community member

katyamel011@gmail.com, 541-270-0521



Oregon State
University

Science & Math Investigative Learning Experiences
(SMILE) Program
Oregon State University
18 Gladys Valley Center, Corvallis, Oregon 97331
P 541-737-0534 F 541-737-3554
Email smile.oregonstate.edu

March 31, 2026

Members of the Lincoln County School Board,

I am writing on behalf of the SMILE Program at Oregon State University to express our strong support for Siletz Valley Community School as you consider its future.

SMILE has had the privilege of partnering with Siletz since 1989. For decades, Siletz Valley Community School has been a valued and trusted partner in supporting elementary, middle, and high school SMILE clubs. That long-standing partnership reflects the school's deep commitment to its students, families, and teachers, as well as its important role in the community.

Through our work with Siletz, we have seen students grow in confidence, curiosity, leadership, and college awareness. We have seen teachers invest deeply in their students and work in partnership with us to create engaging, hands-on learning experiences. We have also seen families and community members support that work in ways that strengthen both student learning and community connection.

One example that stands out is a project with the Siletz high school SMILE club in partnership with OSU faculty from the Department of Forest Engineering. Students conducted a stream survey project on a tributary of the Siletz River. They obtained permission to access the site, learned field-based survey techniques, worked alongside university researchers and graduate students, contributed to data collection, and completed a project of their own. That work was later presented back to the school, and the teacher used the experience to develop lessons that were shared with other SMILE teachers across the state. It was a unique and impactful opportunity made possible by the strength of the partnership with Siletz Valley Community School.

Siletz Valley Community School has been a wonderful partner in creating these kinds of experiences. Its support for students, teachers, and community-connected learning has created opportunities that are both distinctive and deeply meaningful. We are grateful for our partnership with Siletz Valley Community School and want to clearly express our support for the school, its teachers, its students, and its families. We value this partnership and look forward to continuing it in the years ahead.

Sincerely,

Jay Well
Associate Director of Precollege Programs and SMILE
Oregon State University



Oregon State University
Precollege Programs

Precollege Programs
Oregon State University
110 Snell Hall
Corvallis, Oregon 97331
P 541-737-9424
precollege.oregonstate.edu

Dear Members of the Lincoln County School Board,

I'm writing in support of Siletz Valley School (SVS) on behalf of Oregon State University's Precollege program department. We have worked with SVS for almost 40 years through the Science & Math Investigative Learning Experience SMILE program, and the Explore & More Program (which was co-developed in partnership with SVS) has just completed year 4. This longstanding partnership speaks to the school's dedication to providing college-connected experiences for students, and represents the only school within Lincoln county which is currently partnered with OSU in these capacities.

Through OSU Precollege, I've worked with teachers and students from 48 schools in 16 districts across Oregon. I can attest that the students at SVS are some of the most intelligent and creative I've had the privilege of working with. The teachers here go above and beyond to create opportunities for their students to learn and grow. Through holistic support, the high school students I work with have regularly been creating undergraduate-level research projects which uniquely link science, technology, engineering, and mathematics principals with Indigenous community values and Knowledges. Alumni from our programs are now attending OSU and Oregon Coast Community College, and have even taken on mentorship roles themselves to give back to their communities.

Closing SVS would be devastating to students, families, teachers, and our own community at Oregon State University who has had the privilege of learning from these students and teachers through our partnership. They have helped us see how Indigenous Science can enrich STEM, and our programs statewide are better for it.

Best,

Amy (AJ) Mallozzi, M.Sc, M.A.T
Explore & More Program Coordinator
Precollege Programs Department, Oregon State University

To Whom It May Concern,

I'd like to start out by expressing my appreciation for this meeting being held to hear the community and everyone impacted by recent events and a pending decision.

My name is Dr. Samantha Chisholm Hatfield. I am an enrolled Siletz Tribal member, and am currently a Senior Research Professor at Oregon State University.

I know firsthand the difficulties that Native students face when attending a school systems. It's common knowledge that our Native history has been long, difficult and fraught with difficulties for students and families. What many don't understand is that many of those difficulties remain, even still today. This is one of the reasons Native Americans have the highest drop-out rates and lowest graduation rates 74% in 2019, up from 67% in 2012, according to National Indian Education Association. It is imperative that we foster these numbers locally and continue to provide opportunities for our students.

According to the group Running Strong for American Indian Youth, as of August 2025, 640,000 Native students live in the U.S., and more than 72% attend public schools. This means the vast majority of Native youth are navigating mainstream education systems that often lack Indigenous representation in teaching staff, culturally relevant curriculum, or community-led decision-making. We have a unique opportunity here with Siletz Valley School that has led directly to improving the ratio of representation, and has directly led to increased graduation rates of Native students.

As someone who works in Higher Education, I strive to empower our students any way possible. I've been fortunate enough to work with students that overcame all odds to be able to attend Oregon State, and witnessing the success of a student is incredibly rewarding – especially knowing it is not just the student, but the family, their neighbors, and the extended community who benefits.

For the past few years I've been able to help create and be involved with the Explore and More program that AJ Mallozzi has created. I have been able to assist with supporting and witnessing success with Siletz students that they never would have access to in a public school system. Siletz Valley School provides opportunities, support, and fosters a better sense of community. I implore you to consider not just the logistics of the school itself, but the broader impact it has in our community.

Creating pathways to assist and help the next generations that are becoming our leaders is our responsibility as adults and community leaders in roles such as those we fill. Please keep in mind these are the young people who will create and foster the community we

cherish, and will lead the way for the generation after them. It is up to us to find better options, to teach through example and leave a legacy that can be supported and empowered. You all have before you the opportunity to rectify and “make right” the wrongs that have been done, as well as the opportunity to fulfill the statements of wanting youth to succeed.

We must not fail these students by closing Siletz Vally School.

Thank you for your time,

Dr. Samantha Chisholm Hatfield

3/30/2026

Letter to support Siletz Schools

I am writing this letter in support of keeping the Siletz Schools staying open. As often has been said the heart of a community is the School and church. I am a 1969 graduate of Siletz High School. I have had five of my own children and now several grandchildren attend the schools in Siletz.

The current issues with Siletz schools began back to the 1980's when a political decision was made to close the High School. This allowed Siletz High School students to attend other schools in the district. Buss transportation was provide to Toledo High School, if students wanted to attend another school they had to have their own transportation at the time. Eventually this changed to where students could get a waiver to attend any High School they desired. It then progressed to the grade school level. When Siletz High School once again opened as a Charter School students were and continue to choose which schools they want to attend. I know there are any number of reason parents choose this.

I believe the School District has failed the Siletz schools once the High School reopened. From personal experience of my eldest children attending grade and middle school teachers who were struggling at Newport and Toledo were sent to Siletz. I recall one math teacher who had trouble teaching his subject at the start of the school year. After myself and other parents asking their children about their math class not doing anything I asked the Principle if it was true nothing was being taught. He stated the teacher was having some difficulty and they were bringing in a tutor to help him get started. This was not an isolated incident where teachers had trouble with their course content. The flip side is there were some very good teachers in the grade school.

Once the High School began the first few years went pretty good. However these last several years the school has floundered. The district has not provided enough oversight and assistance until recently and now it is "Do this or else" type of assistance, which actually does nothing to help.

The school can be viable with some proper assistance. Granted it has been decades since I attended High School. I have seen how low expectations for the schools in this district have devalued the school experience for the students. I know much of the school is funded by CTSI. They are being required to pay for general maintenance issues that should be district costs. This would release funds to provide more teachers and items to help students be properly educated where they can actual read write and complete some basic math.

Siletz is not the only school having problems. I hear the same type of complaints from parents in Toledo and Lincoln City where children are attending a school out of their city. Are you putting those schools on notice of possible closure also?

If you want to tear the heart out of Siletz close the school. If you desire for the school to succeed you can do that with some helping hands, not just talk. If I had my way CTSI would build their own school on Tribal property and get out from underneath the weight of paying for most of the district's maintenance costs.

As mentioned earlier I am a 969 graduate a time when the school expected and enforced discipline and learning. We had students who qualified for military academies' come out of Siletz in the past. I

understand it takes a lot of work to teach young people today. For our County and Country it needs to happen.

Thank you, William Lane

To Whom It May Concern,

I am writing to you today as a deeply concerned mother to express my strong opposition to the potential closure of Siletz Valley School. My three boys, currently in 6th, 9th, and 10th grades, attend this school, and it is no exaggeration to say that Siletz Valley has been a lifeline for our family. It is the only school that has truly accepted and supported my children.

Before finding our home at Siletz, we struggled through the school systems in Lincoln City, Newport, and Toledo. Our experiences there were heartbreaking. In Lincoln City, when my son was only in the 2nd grade, he was subjected to highly inappropriate situations where older girls asked him to go into the bathroom for sexual acts. He was exposed to things no 2nd grader should ever have to learn about, and despite my concerns, the teachers did nothing to stop this behavior.

In Toledo, I spent years—from kindergarten through 5th grade—advocating for my middle son to be held back so he could catch up academically. I was repeatedly told by teachers that holding him back would cause him to commit suicide. Terrified by that prospect, I kept pushing him forward. Then, when he reached 6th grade, the same school gave me three options: hold him back, homeschool him, or move him to another school, admitting they could no longer do anything for him. When I reminded them of their previous warnings about suicide, they simply dismissed it, claiming they had "learned new scientific data."

Desperate to find a place that would help him, I tried moving him to Eddyville, but they refused to take him due to his comprehensive IEP. Finally, we found Siletz Valley School.

The difference has been night and day. Siletz is amazing. The culture, the acceptance, and the genuine care the teachers provide are unparalleled. The small class sizes have allowed my son to go from failing to exceeding expectations.

In Toledo and Newport, my children begged me every single day to let them stay home. They told me awful stories of being bullied, and when I inquired with the schools, the teachers simply didn't seem to care. But here in Siletz, my children actually want to come to school. They wake up excited to be here. In the last three years, I have not once heard the words, "Mom, please don't take me to school." Instead, I only hear, "Yes, I want to go," and "Yes, I want to participate."

Siletz Valley School means more to me as a mother than I can ever adequately express. It is a safe haven where my boys are not just educated, but valued, protected, and encouraged to thrive. Closing this school would be devastating not just to my family, but to the entire community that relies on the unique, supportive environment it provides.

Please, do not close Siletz Valley School. Listen to the families whose lives have been changed for the better because of it.

Sincerely,

Melinda Pearson
Melinda Pearson

Melinda Pearson
801-458-7928

Dear Lincoln County School District Board Members,

I am writing you to address the attempt by the LCSD Board to close the Siletz Valley School. The Board's action to remove the only school from the small community of Siletz is **deeply disappointing** and represents a disconnect of the LCSD Board with the local Siletz Community.

As a Biologist employed by the Confederated Tribes of Siletz Indians I am involved in the local Siletz Community and interact weekly with the teachers and students of Siletz Valley School. Monthly, I drop in as a guest speaker with the high school science class. These classes included raising juvenile steelhead, field trips to tribal fish hatcheries, fish dissection and natural resource career exploration.

Working as a Biologist I interact with many community members that attended Siletz Valley School and pursued careers in Natural Resource Science because of their experience in school! Closing this school would remove the ability for local kids to explore and learn about fields in science. It also limits their potential to pursue new and exciting careers!

Prior to my job as a Biologist, I worked as an instructor at Oregon State University teaching college students. My background as an instructor at the university level gives me unique insight and ability to comment on subjects of Pedagogy. Your actions are removing trust and creating an unstable environment for Siletz Valley students to learn. This is already negatively affecting students' ability to learn.

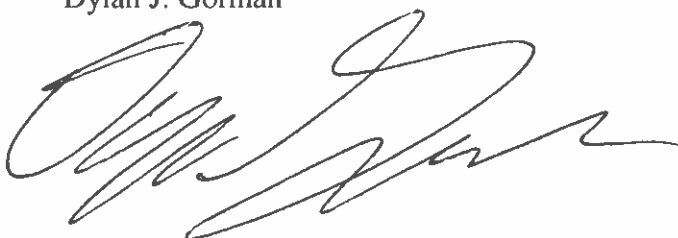
I find it **very hard** to accept that the LCSD Board is acting in the best interest of students by closing the Siletz Valley School. If the LCSD Board chooses to assert its leadership, it would work with the community towards a solution that keeps the school open. The LCSD motto from its official website is "Every Child, Every Day, Future Ready." How does closing the Siletz Valley School fit into this motto?

The concerns raised by the LCSD Board are real and need to be addressed. LCSD can work with staff at Siletz Valley School and other community members to solve these concerns. Talk with the staff at the school, they want to work with you towards a real solution! The teachers there are skilled and motivated, talk to them, visit the school and work together.

Voting to close the school represents a failure to exercise your duty and leadership as a board. Please show courage and commitment to the students in the Siletz Community and keep this school open.

Sincerely,

Dylan J. Gorman

A handwritten signature in black ink, appearing to read 'Dylan J. Gorman', written in a cursive style.

To Whom It May Concern,

I'd like to start out by expressing my appreciation for this meeting being held to hear the community and everyone impacted by recent events and a pending decision.

My name is Dr. Samantha Chisholm Hatfield. I am an enrolled Siletz Tribal member, and am currently a Senior Research Professor at Oregon State University.

I know firsthand the difficulties that Native students face when attending a school systems. It's common knowledge that our Native history has been long, difficult and fraught with difficulties for students and families. What many don't understand is that many of those difficulties remain, even still today. This is one of the reasons Native Americans have the highest drop-out rates and lowest graduation rates 74% in 2019, up from 67% in 2012. according to National Indian Education Association. It is imperative that we foster these number locally and continue to provide opportunities for our students.

According to the group Running Strong for American Indian Youth, as of August 2025, 640,000 Native students live in the U.S., and more than 72% attend public schools. This means the vast majority of Native youth are navigating mainstream education systems that often lack Indigenous representation in teaching staff, culturally relevant curriculum, or community-led decision-making. We have a unique opportunity here with Siletz Valley School that has led directly to improving the ratio of representation, and has directly led to increased graduation rates of Native students.

As someone who works in Higher Education, I strive to empower our students any way possible. I've been fortunate enough to work with students that overcame all odds to be able to attend Oregon State, and witnessing the success of a student is incredibly rewarding – especially knowing it is not just the student, but the family, their neighbors, and the extended community who benefits.

For the past few years I've been able to help create and be involved with the Explore and More program that AJ Mallozzi has created. I have been able to assist with supporting and witnessing success with Siletz students that they never would have access to in a public school system. Siletz Valley School provides opportunities, support, and fosters a better sense of community. I implore you to consider not just the logistics of the school itself, but the broader impact it has in our community.

Creating pathways to assist and help the next generations that are becoming our leaders is our responsibility as adults and community leaders in roles such as those we fill. Please keep in mind these are the young people who will create and foster the

community we cherish, and will lead the way for the generation after them. It is up to us to find better options, to teach through example and leave a legacy that can be supported and empowered. You all have before you the opportunity to rectify and “make right” the wrongs that have been done, as well as the opportunity to fulfill the statements of wanting youth to succeed.

We must not fail these students by closing Siletz Vally School.

Thank you for your time,

Dr. Samantha Chisholm Hatfield



Good evening, and thank you for this opportunity to speak. (actually I was unable to speak as I was outside the building because of overflow issues)

We are truly blessed to work at Siletz Valley School—not only for our community, our tribe, and our students. You'll hear me use the words *our*, *us*, and *we* often tonight, because that is what we must continue to focus on—togetherness.

Our culture classrooms have been incredibly fortunate to receive strong support from our students, our community, the Confederated Tribes of Siletz Indians, and our amazing teachers. Because of this support, our students have been given opportunities to represent our culture across the state of Oregon in meaningful and powerful ways.

Our students have performed honor songs and Nay Dosh songs to welcome and honor the Nine Tribes Flags at the Capitol for the Oregon Department of Education.

They shared honor songs and dances at the Oregon School Board Association annual meeting—an experience that moved many in the audience to tears and earned our students a standing ovation.

They collaborated with the Culinary Department at The Allison alongside Jack Strong, a Siletz Tribal member and James Beard-nominated chef.

They have delivered cultural presentations at 90% of schools in Lincoln County, as well as seven additional schools across Oregon. They have performed honor songs for senior nights at three Lincoln County schools.

They were part of a historic first for the OSAA, providing an honor song and land acknowledgment at the Parade of Champions—leading to invitations for the Track and Field State Finals at Hayward Field and the Cross Country State Finals.

Our students have also been invited by Dr. Raeshelle Meyer from COSA to open the Annual Seaside Conference with a land acknowledgment, honor song and dancers before the Keynote speaker.

Dr. Charlene Williams, Superintendent of the Oregon Department of Education, personally requested our students to present at their conference next October.

Dee Butler from the Confederated Tribes of Siletz Indians has asked our classroom to participate in the Oregon Tribal Behavioral Health Summit.

When we look at all of these accomplishments—and all of these requests—it's incredible to think about where we started just four years ago, where we are now, and where we are headed.

But what does this really mean for our students, our school, and our community?

Some of the most important outcomes can't be measured on a black-and-white report card in Salem. What it means is *oral history*—a connection to our ways of life. It means pride, identity, and belonging.

When you heard the drum outside this evening, those songs came from the heart. They came from Tribal youth, Tribal housing youth, and non-Tribal students singing together—creating understanding and building allies. In listening to the blessings of the songs you can't tell the difference between a non-tribal and tribal voice that is our pride and belonging for all.

The areas of focus identified by our program—tribal language, beading, weaving, necklace making, canoe journey, and drumming—are not separate pieces. They work together to bridge gaps and strengthen our students in ways that go far beyond the classroom.

Tonight, you will hear directly from our students, a school board member and school staff—not only about what this program/ school means to them, but also what it means to our community.

Our students in our culture program have shown growth. We've seen improvements in academic performance, attendance, graduation rates, ninth-grade on-track success, and discipline. Many students who struggled in previous years have found motivation through these classes—motivation to show up, to succeed, and to take pride in their education.

They are not only learning cultural practices—they are learning respect, responsibility, and connection, specific areas of best practices for a charter school.

As many of the speakers will state to you, don't be a distant stranger come to our school and see personally the great things happening. It will deliver a different message than a score for an organization that has not visited our school either.

And that is something no state report card can fully capture.

Thank you.

To whom it may concern,

I am writing this letter to share my love of the community at Siletz School. I attended the school in the 1980's and 1990's and felt held and supported by the people who helped to raise me up at the school. The teachers and staff from the past remind me so much of the team that we have now at our school. When there is a family in the community that is struggling, the school is there for a soft place for students to land and learn. Many of our students have experienced all kinds of loss, trauma and other things left unseen. I was one of these students. If it were not for the people of the Siletz School that had shown up for me in the past, I would not have made it to this place of safety and service in my life.

One program that helped me to build confidence at school was the SMILE (Science and Math Investigative Learning Experiences) program that is in partnership with OSU. I started as an elementary student in the 1990's, the first year that they brought it to Siletz. We learned about all things SMILE related and toured OSU every year on field trips. I grew up without knowing anyone who attended college (aside from my teachers and doctors) and my experience with SMILE and Siletz School helped me to imagine myself in places I would not have ever dreamed without their support.

Now in 2026, I am a teacher at the school and the Elementary SMILE teacher as well. It has been a dream of mine to do this and my hopes have been fulfilled. I see so many students at our school that remind me of myself, shy and hopeful...supported by the community here. I have to say, my experience at other schools did not match this. I want to continue to serve the community and these kids here at Siletz.

I have so much more to share, as well as many other families...

I just hope we get the chance to continue on at Siletz School.

With Love.

Dear Dr. Tolen and Members of the Lincoln County School Board,

Please - Please - keep Siletz Valley School open.

Not for the staff. Not for the district. **For the students.**

Please consider our youngest learners. A kindergartener who feels safe and supported in a small, familiar environment will soon become a first grader. Instead of continuing in that nurturing setting, with a teacher and fewer than 15 students, they may be asked to leave their community, ride a long bus, and enter a classroom of 25 or more students. That is a significant and difficult transition, and it is not equitable for our students.

I urge you to keep this school open, recognizing our ethical responsibility to avoid causing further harm or disruption. For many of our students, especially those on the reservation, being removed from their school and community carries a deeper meaning. While this situation is not the same, it can echo past experiences in which students were separated from their homes and placed in unfamiliar systems. *That history matters, and it should guide our decisions.*

I understand the importance of following rules and maintaining compliance, and I take that responsibility seriously. However, we also know that removing students from this school will have a lasting impact. Siletz Valley School has been closed before, and I have personally heard from families about the hardships that resulted, not just academically, but ***emotionally and socially.***

This decision should be centered on what is best for students, not solely on systems or financial pressures. At a time when the district is facing financial challenges, it is even more important to ensure that solutions do not ***disproportionately affect our most vulnerable students.***

Please do not ask our youngest learners to bear the weight of these challenges. Instead, I ask that you work with us, support this school, address concerns collaboratively, and allow us to continue serving the students who need us most.

I am deeply concerned that closing Siletz Valley School will lead to increased absenteeism and students disengaging from school altogether. We cannot afford to lose these students.

Thank you for your time and consideration.

Siletz Staff-

My name is Klokic Plummer and I am a graduating senior of ~~2026~~ Siletz Valley Schools. I have not always gone to Siletz. I went to Toledo 1st - half of my freshman year and I can confidently say I would not be here today IF I would have stayed at Toledo. Growing up I was always one of the only black kids at Toledo and I always felt so isolated. Things got super bad in middle school were I was severely bullied and extremely mistreated by staff. My bullying got so bad. I was persisted in our school gym and nothing was ever done about it, in fact I told a teacher and what I said was distorted and spread making my situation so much worse. I was called racial slurs and pictures of me were constantly being taken. My freshman year I decided to switch schools and it changed my life drastically. When I went to Toledo in middle school GPA was a 2.03 and I never went to school. I genuinely had no motivation in life and nothing there was helping. I use to cry and beg to stay home and when I was forced to go I spent so much time in the bathroom crying. The very first day at Siletz I felt that sense of impending doom and all of my anxiety leave my body. Almost everyone at Siletz is tribal but having other people of color and not being the only dark person instantly lifted a weight. Switching was such a culture shock for me. Even though I am not native I have learned so much about the culture and how important it is. Having the opportunity to be surrounded by so much culture taught me so much about being brown. That first day of school I met the most motivational powerful women that have made me the person I am today. Katrina Kosydar, Kelsey Cimock, and Theresa Smith. I am now a straight A student with a 3.97 GPA that never misses school and they gave me that motivation. Having teachers that genuinely cared for me, gave me a new perspective on life. They made me feel so loved and seen that I have woke up everyday wanting to do better and wanting

come to school. Kosydar is my English teacher who is the best teacher I have ever had. She is the reason I am going to SWOCC next Fall to begin my journey in becoming a teacher myself. Kosey is my former science teacher who founded Explore and More with AJ at OSU and she is the most patient nurturing person I know. I have never been good at science or math but she always made sure to go above and beyond to keep me where I needed to be and to make sure I actually understood. Theresa is our cultural arts teacher and one of my closest friends. Theresa has taught me so much about her beautiful culture and has done it with open arms. She has taught me so much about myself and I am so beyond grateful to have such an encouraging role model. All 3 of these teachers have advocated and had my back through so much and knowing that other people could potentially not get to experience how amazing they are is heart breaking. I would not be in the position I am today without Siletz. I hope others that need it can be served by the community like I was.

March 31, 2026

Lincoln County School District
Board of Directors
1212 NE Fogarty Street
Newport, OR 97365

Chairman Vince and Board of Directors

I am writing to share my thoughts on the Siletz Valley School. As a resident of Siletz for five years, I am familiar with the school, and I feel I have a neutral perspective.

First, as I'm sure you are aware there is an extremely strong emotional connection to the school within the community as many community members grew up here attending the school and are reminiscent of those times.

What isn't discussed is that back when they attended the Siletz School there weren't anywhere near as many students per class, there was a more equal balance of tribal and non-tribal students, most students came from a home with at least one biological parent who was involved in the accountability process, and IEPs were rare.

We now have a large population of students living with a guardian, class size is significantly larger, a larger tribal student population, and a large number of IEPs, as I'm sure you are aware of.

Students leaving school without resistance, disruptive classes, frequent outburst that prohibit teachers from teaching and frequent use of abusive language from students with very little corrective action from parents or guardians. This is controlled chaos.

I see three possible options, while I'm confident there are many other alternatives.

- I. Close the school, considering the ongoing issues with the charter and compliance.
- II. Eliminate most of the classes and retrain Headstart to 5th Grade at the Siletz Campus. With the 6th – 12th grade students transferring to other schools within the district. Extracurricular classes could still be available after school; culinary program, tribal cultural heritage, drumming, and language, for example.
- III. Relinquish the school to the Confederated Tribes of Siletz Indians to create a tribal school. They, in turn, could hire an all-tribal staff that would address many of the behavioral challenges and meet the tribe's needs.

Thank you for the opportunity to share some thoughts during your decision-making process.

Sincerely,



David Lapof
davelapof@gmail.com
541-272-1958



Symington, Eddie <eddie.symington@lincoln.k12.or.us>

Fwd: Keep Siletz Valley charter school open

1 message

Tolan, Majalise <majalise.tolan@lincoln.k12.or.us>
To: Eddie Symington <eddie.symington@lincoln.k12.or.us>

Tue, Apr 14, 2026 at 3:21 PM

Dr. Majalise Tolan
Pronouns: she/her/hers
Superintendent, Lincoln County School District
541-265-4403

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

From: **Tolan, Majalise** <majalise.tolan@lincoln.k12.or.us>
Date: Mon, Apr 6, 2026 at 7:10 PM
Subject: Re: Keep Siletz Valley charter school open
To: Schaefer, Natalie <natalie.schaefer@lincoln.k12.or.us>
CC: Cynthia Jacobi <cjacobi725@gmail.com>, Peter Vince <peter.vince@lincoln.k12.or.us>

Cynthia,

Your interest and request have been received.

Thank you,
Majalise

On Mon, Apr 6, 2026 at 5:13 PM Schaefer, Natalie <natalie.schaefer@lincoln.k12.or.us> wrote:

Hi Cynthia

Thank you for sharing. I have copied the superintendent, Dr Tolan, as well as the school board chair, Peter Vince.

I appreciate your engagement in this matter.

Sincerely,

Dr. Natalie Schaefer
Lincoln County School Board

On Mon, 6 Apr 2026 at 3:13 pm, Cynthia Jacobi <cjacobi725@gmail.com> wrote:

Hello Natalie,

I am writing on my own behalf and interest to keep the Siletz Valley Charter school open with robust support and clear remediation, a timeline with measurable milestones, and regular public updates.

I hope the Lincoln County School Board can find a collaborative approach to preserve the cultural mission of the school, and keep it in the community.

Thank you for your consideration.

Cynthia Jacobi
428 NW 17th St.
Newport, OR 97365

Sent from my iPad

--

Dr. Majalise Tolan
Pronouns: she/her/hers
Superintendent, Lincoln County School District
541-265-4403

- b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
- c. Recognition
 - 1. Oregon Battle of the Books (OBOB)
- d. LCEA Report
- 7. Consultant Reports/Staff Reports/Student Reports
 - a. Area Report. BG-1



Oceanlake Elementary Board Report

April 14, 2026

Building Goals

Wellness & Belonging--Attendance: Oceanlake will increase attendance of regular attenders by 5% from 54.6% (24/25 EOY rate) to 59.6%, which is defined as students attending 90% of the time or more.

Academic Engagement--Reading: All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years.





ATTENDANCE

51.2% (Jan was 56.6%)

2025-2026
(middle of year)

54.6%

2024-2025

47.1%

2023-2024

36.6%

2023-2024

READING

BOY (Sept)
At/Above Benchmark
38% composite
41% focus skill

MOY (Jan)
At/Above Benchmark
42% composite
53% focus skill⁶³

=

Current
+4% composite
+12% focus skill

EOY
24-25
K= +40%
1=+9%
2=+14%





DATA Utilization Strategies:

- Monthly Grade Level Professional Learning Communities (PLCs)
- Student data review and goal setting
- Targeted instructional strategies and intensification efforts

Professional Development

- Job-embedded learning
- Learning walks
- Explicit reading and math instruction



Noelle Stoll -- First Grade Teacher

Trevor Kaufmann -- Student

Jace Hall -- Student

Our Garden Project: Planting Seeds & Growing Together



Hands-on Learning



Watering & Care



Teamwork

Hands-On Learning: Our Little Gardeners



Classroom
Project

- b. Financial Report. BG-3
 - 1. Monthly Financial Report

Lincoln County School District
2025-26 Monthly Comparison - General Fund Projected to Actual
March 2026

REVENUES	Projected**	Actual	Actual Compared to Projected	Comments
LOCAL SOURCES:				
Current year's levy	2,361,748	1,345,345	(1,016,403) *	
Prior years' taxes	60,119	26,067	(34,052) *	
Interest on Investments	81,665	90,740	9,075	
Fees Charged to Grants	28,694	26,732	(1,963)	Expense/timing varies
Rentals			-	
Contributions			-	
Other Local Income	79,833	112,143	32,310	
INTERMEDIATE SOURCES:				
ESD - Severe Disability Support			-	
County School Fund			-	*
Other, Hvy Eq Rent Tax, etc		1,611	1,611	
STATE SOURCES:				
SSF- Current Year	1,900,264	1,900,263	(1) *	
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	4,512,323	3,502,901	(1,009,422)	
EXPENDITURES				
Salaries (100)	2,921,568	2,937,300	15,732	
Employee benefits (200)	1,553,336	1,372,355	(180,982)	
Purchased services (300)	1,662,467	1,131,734	(530,733)	
Supplies (400)	88,951	48,019	(40,932)	
Capital outlay (500)	3,759		(3,759)	
Insurance/Other (600)	6,134	10,024	3,890	
Interfund Transfers (700)			-	
Contingency (800)				
Unappropriated Funds (800)				
Total Monthly Expenditures	6,236,215	5,499,432	(736,783)	

*Indicates SSF formula revenue -- excesses are returned to the State

** Projections based on budget and average % received/expended during same time period over past 7 years. Updated 12/4/25

Lincoln County School District
2025-26 General Fund - Purchased Services Monthly Comparison
March 2026

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs	400	988	29,919	73,764	62,803	47,616	52,822	54,353	51,863				374,529
Cleaning Services	195,560	195,560	195,560	195,560	195,560	195,560		391,121	200,876				1,765,359
Repairs & Maint	45,180	59,774	28,638	24,319	10,191	17,292	29,105	9,828	26,905				251,231
Rentals	1,615	29,368	1,615	8,440	2,403	4,638	3,077	1,702	1,425				54,284
Utilities	134	36,667	115,382	120,757	137,600	159,969	182,761	173,014	175,123				1,101,408
Transportation	77	3,668	190,620	B 874,441	681,519	508,716	519,057	639,106	126,806				3,544,011
Travel	1,862	7,149	756	4,138	8,368	3,163	3,730	15,405	5,988				50,561
Telephone		8,522	4,330	12,695	4,688	9,663	17,195	5,530	16,095				78,719
Postage	2,042	1,529	3,515	3,879	2,176	5,719	2,060	5,475	2,303				28,698
Advertising	115	15							5				135
Printing & Binding	4,147	4,956	15,655	12,375	10,503	7,273	13,012	4,028	15,400				87,350
Data Lines		390	300	492	195	127	231	128	254				2,117
Charter School Pmts	1,027,152	513,577	513,577	513,577	513,577	513,577	513,577	C 439,315	439,315				4,987,244
Tuition		33,166	33,166	32,096	33,166	32,096	33,166	33,166	29,956				259,976
Audit Services				15,000			2,925						17,925
Legal Services		300	1,476	19,976	6,974	4,082	4,030	4,292	2,030				43,158
Architect/Engr Svcs				1,065	400								1,465
Neg/Labor Consltg							1,630						1,630
Managemnt Svcs						23,276							23,276
Data/Tech Svcs													-
Election Services													-
Other Gen Prof Svcs	40,537	9,375	112	1,227	838	2,127	8,400	1,084	37,391				101,090
Total	1,318,821	905,005	1,134,622	1,913,800	1,670,961	1,534,895	1,386,778	1,777,548	1,131,734	-	-	-	12,774,165

For Reference

Only:

Less Transportation	(77)	(3,668)	(190,620)	(874,441)	(681,519)	(508,716)	(519,057)	(639,106)	(126,806)	-	-	-	
Charter Sch Pmts	(1,027,152)	(513,577)	(513,577)	(513,577)	(513,577)	(513,577)	(513,577)	(439,315)	(439,315)	-	-	-	
Balance of Purchased Services	291,593	387,760	430,425	525,782	475,865	512,602	354,144	699,127	565,613	-	-	-	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: Includes July - Sept Invoices with Fixed Costs

C: Adjusted payments to 2/20/26 SSF Estimate

LINCOLN COUNTY SCHOOL DISTRICT

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	2,644,752		1,023,041	1,621,711
Intermediate				
State	4,887,124		1,049,402	3,837,721
Federal	8,116,673		2,758,283	5,358,390
Beg. Fund Balance *	2,946,543		2,830,894	115,649
Total Revenues	18,595,092		7,661,620	10,933,472
Expenditures:				
Instruction	5,493,536	1,488,816	2,140,978	1,863,741
Support Services	8,397,531	889,247	2,181,403	5,326,880
Enterprise	854,442	53,237	194,225	606,980
Facilities Acq & Const	3,849,584	193,392	179,048	3,477,144
End Fund Bal/Tfrs				0
Total Expenditures	18,595,092	2,624,692	4,695,654	11,274,746
Fund Balance			2,965,966	***
Indigenous Peoples (286)				
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	86,279		186,279	(100,000)
Total Revenues	86,279	0	186,279	(100,000)
Expenditures:				
Instruction	86,279	2,013	3,008	81,258
Support Services			1,444	(1,444)
End Fund Balance				0
Total Expenditures	86,279	2,013	4,452	79,813
Fund Balance			181,827	
Less Encumbered			2,013	
Available for Expenditure			179,813	
Musical Instruments (287)				
Revenues:				
Transfers				0
Beg. Fund Balance*	433,661		533,656	(99,995)
Total Revenues	433,661		533,656	(99,995)
Expenditures:				
Instruction	393,000			393,000
Support Services	40,661			40,661
End Fund Balance				0
Total Expenditures	433,661	0	0	433,661
Fund Balance			533,656	
Less Encumbered			0	
Available for Expenditure			533,656	

2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of March 31, 2026 - UNAUDITED

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Pre-School Promise (288)				
Revenues:				
State	596,080		287,244	308,836
Beg. Fund Balance*			0	0
Total Revenues	596,080		287,244	308,836
Expenditures:				
Instruction	525,968	181,984	299,643	44,341
Support Services	50,996	22,290	29,020	(313)
Enterprise	19,116			19,116
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	596,080	204,273	328,663	63,144
Fund Balance			(41,418)	***
Student Investment Account (289/989)				
Revenues:				
State	5,037,550		3,778,162	1,259,387
Beg. Fund Balance*				0
Total Revenues	5,037,550		3,778,162	1,259,387
Expenditures:				
Instruction	2,541,627	906,747	1,338,573	296,307
Support Services	2,231,186	988,492	1,267,314	(24,620)
Enterprise	264,736		246,321	18,415
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	5,037,550	1,895,239	2,852,208	290,102
Fund Balance			925,954	***
Curriculum (290)				
Revenues:				
Local	80,000		145,869	(65,869)
Transfers	500,000			500,000
Beg. Fund Balance*	5,440,952		4,908,824	532,128
Total Revenues	6,020,952		5,054,693	966,259
Expenditures:				
Instruction	1,098,000		578,648	519,352
Support Services				0
Contingency	4,922,952			4,922,952
End Fund Balance				
Total Expenditures	6,020,952	0	578,648	5,442,304
Fund Balance			4,476,044	
Less Encumbered			0	
Available for Expenditure			4,476,044	

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Small Schools Grant (291) WHS & Toledo Jr/Sr HS				
Revenues:				
Local			5,325	(5,325)
State	72,519			72,519
Beg. Fund Balance *	205,142		172,991	32,151
Total Revenues	277,661		178,316	99,345
Expenditures:				
Instruction	180,216	5,853	17,449	156,914
Support Services	24,926	9	9,684	15,234
Enterprise				0
Facilities Acq & Const				
Conting/End Fund Bal	72,519			72,519
Total Expenditures	277,661	5,862	27,132	244,667
Fund Balance			151,183	
Less Encumbered			5,862	
Available for Expenditure			145,322	
High School Success (292)				
Revenues:				
State	1,534,608		1,150,956	383,652
Beg. Fund Balance *				0
Total Revenues	1,534,608		1,150,956	383,652
Expenditures:				
Instruction	812,675	297,083	390,292	125,300
Support Services	721,933	147,217	253,548	321,168
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	1,534,608	444,300	643,840	446,468
Fund Balance			507,116	***
Building Maintenance (293)				
Revenues:				
Local	50,000		77,641	(27,641)
Federal				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance *	2,185,005		2,433,348	(248,343)
Total Revenues	2,235,005		2,510,989	(275,984)
Expenditures:				
Instruction	375,000			375,000
Support Services	675,000	96,127	138,411	440,463
Enterprise				
Facilities Acq & Const	1,185,005	37,316	244,406	903,283
End Fund Bal/Tfrs				
Total Expenditures	2,235,005	133,443	382,817	1,718,745
Fund Balance			2,128,172	
Less Encumbered			133,443	
Available for Expenditure			1,994,729	

* 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	269,150		67,959	201,191
State	125,000		29,554	95,446
Federal	3,326,636		1,645,248	1,681,388
Sale/Loss of Assets			76,537	(76,537)
Beg. Fund Balance *	100,000		196,889	(96,889)
Total Revenues	3,820,786		2,016,187	1,804,599
Expenditures:				
Instruction	68,210	18,159	53,296	(3,244)
Support Services	37,724	9,421	25,800	2,503
Enterprise	3,714,852	1,409,403	1,853,593	451,856
Total Expenditures	3,820,786	1,436,983	1,932,689	451,114
Fund Balance			83,499	***
Student Activities (295)				
Revenues:				
Local	1,380,723		1,126,246	254,477
Beg. Fund Balance *	1,500,000		1,303,089	196,911
Total Revenues	2,880,723		2,429,335	451,388
Expenditures:				
Instruction	1,500,723	94,963	972,114	433,646
Support Services	110,000	472	14,725	94,804
Enterprise	100,000	1,299	29,538	69,163
Facilities Acq & Const		31,470		(31,470)
Contingency	1,170,000			1,170,000
Total Expenditures	2,880,723	128,204	1,016,377	1,736,142
Fund Balance			1,412,958	
Less Encumbered			<u>128,204</u>	
Available for Expenditure			1,284,754	
Outdoor School for All (296)				
Revenues:				
State	186,114		1,000	185,114
Total Revenues	186,114		1,000	185,114
Expenditures:				
Instruction	173,391	1,239	18,986	153,166
Support Services	12,722		179	12,543
Total Expenditures	186,114	1,239	19,165	165,710
Fund Balance			(18,165)	***
Technology (298)				
Revenues:				
Local	20,515		150,354	(129,839)
Transfers	500,000			500,000
Beg. Fund Balance*	4,475,000		4,438,189	36,811
Total Revenues	4,995,515		4,588,543	406,972
Expenditures:				
Instruction	334,000			334,000
Support Services	463,989	26,256	200,812	236,921
Contingency	1,000,000			1,000,000
End Fund Balance	3,197,526	3,197,526		0
Total Expenditures	4,995,515	3,223,782	200,812	1,570,921
Fund Balance			4,387,731	
Less Encumbered			<u>3,223,782</u>	
Available for Expenditure			1,163,949	

2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of March 31, 2026 - UNAUDITED

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
Vehicle Replacement (299)				
Revenues:				
Local	128,500		3,515	124,985
Sale of Assets				0
Beg. Fund Balance *	96,557		163,144	(66,587)
Total Revenues	225,057		166,659	58,398
Expenditures:				
Support Services	225,057	0	75,376	149,681
End Fund Balance				
Total Expenditures	225,057	0	75,376	149,681
Fund Balance			91,283	
Less Encumbered			<u>0</u>	
Available for Expenditure			91,283	
PERS Bonds Debt Service (320)				
Revenues:				
Local	4,850,636		2,689,925	2,160,711
Beg. Fund Balance *	7,162,566		8,843,137	(1,680,571)
Total Revenues	12,013,202		11,533,063	480,139
Expenditures:				
Debt Service	6,167,240		401,120	5,766,120
End Fund Balance	5,845,962			5,845,962
Total Expenditures	12,013,202	0	401,120	11,612,082
Fund Balance			11,131,943	
GO Bonds Debt Service (330 & 331)				
Revenues:				
Local	6,179,420		5,743,901	435,519
Transfers	6,695,000			6,695,000
Beg. Fund Balance *	8,862,585		9,447,305	(584,720)
Total Revenues	21,737,005		15,191,206	6,545,799
Expenditures:				
Debt Service	15,042,000		20,426	15,021,574
Transfers	6,695,005			6,695,005
End Fund Balance				0
Total Expenditures	21,737,005	0	20,426	21,716,579
Fund Balance			15,170,780	
Capital Construction Fund (405)				
Revenues:				
Local	620,000		463,238	156,762
Beg. Fund Balance *	1,944,505		1,971,770	(27,265)
Total Revenues	2,564,505		2,435,008	129,497
Expenditures:				
Support Services	510,000		42,999	467,001
Facilities Acq & Const	2,054,505	500,000	392,246	1,162,259
Total Expenditures	2,564,505	500,000	435,245	1,629,260
Fund Balance			1,999,763	
Less Encumbered			<u>500,000</u>	
Available for Expenditure			1,499,763	
* 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				

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
OSCIM Grant - Capital Construction Fund				
Revenues:				
State				0
Beg. Fund Balance *				0
Total Revenues	0		0	0
Expenditures:				
Support Services				0
Facilities Acq & Const				0
Total Expenditures	0	0	0	0
Fund Balance			0	
Less Encumbered			<u>0</u>	
Available for Expenditure			0	
Future Property Purchases Reserve (420)				
Revenues:				
Local	25,000		39,305	(14,305)
Fund Trfs/Asset Sales				
Beg. Fund Balance *	1,156,355		1,182,565	(26,210)
Total Revenues	1,181,355		1,221,870	(40,515)
Expenditures:				
Facilities Acq & Const	1,181,350			1,181,350
Transfers	5			
Total Expenditures	1,181,355			1,181,355
Fund Balance			1,221,870	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	1,011,583		617,654	393,929
Beg. Fund Balance *	1,356,628		1,332,871	23,757
Total Revenues	2,368,211		1,950,525	417,686
Expenditures:				
Support Services	988,107		747,560	240,547
Contingency	1,380,104			1,380,104
Total Expenditures	2,368,211		747,560	1,620,651
Fund Balance			1,202,964	
Less Encumbered			<u>0</u>	
Available for Expenditure			1,202,964	
District Medical Group HRA (620)				
Revenues:				
Local	910,000		719,932	190,068
Beg. Fund Balance	3,217,270		3,438,617	(221,347)
Total Revenues	4,127,270		4,158,549	(31,279)
Expenditures:				
Support Services	1,114,655	3,864	447,768	663,023
End Fund Balance	3,012,615			3,012,615
Total Expenditures	4,127,270	3,864	447,768	3,675,638
Fund Balance			3,710,781	
Less Encumbered			<u>3,864</u>	
Available for Expenditure			3,706,916	

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over \$25,000 - All Funds
2025-26 Fiscal Year
March 2026

Date	Payee	Description	Amount
3/6/26	ZCS ENGINEERING INC	ENGINEER SERVICES-YVE	\$ 30,478.00
3/6/26	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACTED SERVICES	\$ 282,717.92
3/13/26	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACTED SERVICES	\$ 275,511.76
3/13/26	LATHAM CENTERS, INC.	TUITION-SPECIAL ED OUT OF STATE PLACEMENT	\$ 29,956.08
3/20/26	LINCOLN COUNTY SHERIFFS DEPT	STUDENT SAFETY-CONTRACTED SERVICES	\$ 36,000.00
3/6/26	SODEXO, INC & AFFILIATES (CUST)	2025-26 CONTRACTED SERVICES	\$ 197,294.67
3/13/26	EDDYVILLE CHARTER SCHOOL	2025-26 SSF PAYMENTS	\$ 264,147.65
3/13/26	FIRST STUDENT, INC.	STUDENT TRANSPORTATION	\$ 78,117.87
3/13/26	SILETZ VALLEY CHARTER SCHOOL	2025-26 SSF PAYMENTS & ODS GRANT REIMB	\$ 153,201.94

**LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
March 31, 2026**

**Piper Sandler & Co Brokerage Account, Bank of New York - Pershing
US Treasury Fixed Income Securities 3.54%**

Beginning Balance	\$ 20,117,226
Additions	172,452
Reductions	
Ending Balance	\$ 20,289,678

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	\$ 46,893,564
Additions	3,064,792
Reductions	0
Ending Balance	\$ 49,958,356

Oregon State Treasury - Local Government Investment Pool - 2002 PERS Bonds

Beginning Balance	\$ 2,232,283
Additions	264,909
Reductions	-
Ending Balance	\$ 2,497,192

Oregon State Treasury - Local Government Investment Pool - 2003 PERS Bonds

Beginning Balance	\$ 2,531,574
Additions	301,696
Reductions	-
Ending Balance	\$ 2,833,270

Oregon Coast Bank - Money Market Account

Beginning Balance	\$ 13,908,507
Additions	44,957
Reductions	3,250,000
Ending Balance	\$ 10,703,464

**Oregon Coast Bank - 9 Month Time CD (Fund 331 QSCB Sinking Fund)
3.94%**

Beginning Balance	\$ 1,918,163
Additions	18,635
Reductions	-
Ending Balance	\$ 1,936,798

Monthly Totals

Beginning Balance	\$ 67,484,091
Additions	\$ 3,694,989
Reductions	\$ 3,250,000
Ending Balance	\$ 67,929,080

Interest Rates

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>
LGIP	4.16%	4.04%	4.00%
Oregon Coast Bank	4.15%	4.05%	4.05%

2. Monthly Financial Report - Bonds

**LINCOLN COUNTY SCHOOL DISTRICT
BOND CAPITAL CONSTRUCTION FUND 425
UNAUDITED FINANCIAL STATEMENTS
As of March 31, 2026**

	Budget	Encumb'd	Actual	Remaining
2024-25 Revised per Auditor				
Revenues:				
Local - Interest				
Bond Proceeds				
Fund Tfrs/Asset Sales				
Beg. Fund Balance *				
Total Revenues				
Expenditures:				
Instruction				
Support Services				
Facilities Acq & Const			301,154	
Debt Service				
End Fund Bal/Tfrs				
Total Expenditures			301,154	
Fund Balance			(301,154)	
Less Encumbered			0	
Available for Expenditure			(301,154)	
2025-26				
Revenues:				
Local - Interest			528,548	(528,548)
Bond Proceeds	68,815,830		78,754,146	(9,938,316)
Fund Tfrs/Asset Sales				
Beg. Fund Balance *			(301,154)	301,154
Total Revenues	68,815,830		78,981,541	(10,165,711)
Expenditures:				
Instruction				
Support Services			447,951	(447,951)
Facilities Acq & Const	68,815,830	5,395,305	8,157,168	55,263,358
Debt Service			111,392	(111,392)
End Fund Bal/Tfrs				
Total Expenditures	68,815,830	5,395,305	8,716,510	54,704,015
Fund Balance			70,265,031	
Less Encumbered			5,395,305	
Available for Expenditure			64,869,726	

Bond Capital Construction Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2025-26
Year To Date Transactions as of March 31, 2026 - UNAUDITED

	Period 1 Actual July '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Actual Nov '25	Period 6 Actual Dec '25	Period 7 Actual Jan '26	Period 8 Actual Feb '26	Period 9 Actual March '26	Period 10 Projected April '26	Period 11 Projected May '26	Period 12 Projected June '26	Period 13 Projected July '26	Projected 2025-26 Totals	Updated 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	YTD Diff Budget vs. Projected	% of Budget
REVENUES																		
Beginning Fund Balance	(301,154)													(301,154)		(301,154)		
Bond Proceeds		78,754,146												78,754,146		78,754,146		
Investments Purchased		(59,146,563)												(59,146,563)		(59,146,563)		
Sale of Investments									18,300,000			18,300,000		36,600,000		-		
LGIP														-		-		
Interest Earned		61,107	21,037	229,903	57,132	46,313	43,594	35,790	33,673	46,100	46,100	133,313		754,061		528,548		
Total Monthly Revenues	(301,154)	19,668,690	21,037	229,903	57,132	46,313	43,594	35,790	33,673	18,346,100	46,100	133,313	18,300,000	56,660,490	0	19,834,977	0	0
CUMULATIVE RESOURCES	(301,154)	19,367,536	19,388,573	19,618,476	19,675,608	19,721,921	19,765,515	19,801,305	19,834,977	38,181,077	38,227,177	38,360,490	56,660,490					
EXPENDITURES																		
Salaries (100)	63,904	75,280	61,709	62,523	59,536	67,815	62,859	73,031	25,290	25,256	25,256	25,255		627,713	310,768	551,946		
Employee benefits (200)	27,000	31,300	24,954	26,163	26,367	27,284	27,158	33,473	10,714	10,719	10,719	10,719		266,569	120,457	234,412		
Purchased services (300)	16,047	98,044	55,607	141,821	124,821	73,232	132,040	153,688	381,504	458,937				1,635,742		1,176,805		
Supplies (400)	494	12,719	1,699	3,084	375	771		704	-	240				20,086		19,846		
Capital outlay (500)	381,606	735,228	1,017,324	1,169,381	399,227	386,560	1,104,836	348,235	681,958	1,609,162	1,609,162	1,609,162		11,051,841	68,384,605	6,224,356		
Insurance/Other (600)		418,643	11,750	3,328	58,106	3,059	735	150	13,374	718				509,863		509,146		
Interfund Transfers (700)														-		-		
Contingency (800)														-		-		
Unappropriated Funds (800)														-		-		
Total Monthly Expenditures	489,051	1,371,214	1,173,044	1,406,301	668,433	558,720	1,327,628	609,281	1,112,839	2,105,032	1,645,137	1,645,136	-	14,111,815	68,815,830	8,716,511	54,704,015	13%
CUMULATIVE EXPENDITURES	489,051	1,860,265	3,033,308	4,439,610	5,108,042	5,666,762	6,994,391	7,603,672	8,716,511	10,821,542	12,466,679	14,111,815	14,111,815					
Month-end Fund Balance	(790,205)	17,507,271	16,355,265	15,178,866	14,567,566	14,055,159	12,771,124	12,197,633	11,118,467	27,359,535	25,760,498	24,248,675	42,548,675	42,548,675				

Revenue Assumptions:

Investments proceeds based on investment maturities.
Interest estimated as of most recent investements statement.

Expenditure Assumptions:

Budget represents current project budgets
Future months estimates reflect current encumbrances only
Prior Period Adjustments - Facilities & Tech Staff payroll movement from General Fund

**Lincoln County School District
2025-26 Bond Funds - Purchased Services Monthly Comparison
March 2026**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs													-
Cleaning Services													-
Repairs & Maint	66	262	297		204								828
Rentals									4,000				4,000
Utilities									603				603
Transportation													-
Travel		1,476	1,339	1,108	1,263	55	1,839	990	59				8,128
Telephone		603		1,210		600	1,199		140				3,751
Postage													-
Advertising	810	136			217	489	427	209	95				2,383
Printing & Binding	472	151	1,168	185	163	285	151	514	270				3,357
Data Lines				17	17		35		69				139
Charter School Pmts													-
Tuition													-
Audit Services													-
Legal Services		86,406	1,249	394	2,281	1,069	281	313					91,993
Architect/Engr Svcs	14,700	9,012	51,553	138,889	120,676	70,735	128,109	151,662	376,268				1,061,604
Neg/Labor Consltg													-
Managemnt Svcs													-
Data/Tech Svcs													-
Election Services													-
Other Gen Prof Svcs				19									19
Total	16,047	98,044	55,607	141,821	124,821	73,232	132,040	153,688	381,504	-	-	-	1,176,805

Notes:

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over \$25,000 - BOND Funds
2025-26 Fiscal Year
March 2026

Date	Payee	Description	Amount
3/5/26	STRUCTURED COMMUNICATIONS SYST, INC	TECHNOLOGY INFRASTRUCTURE - BATTERIES	\$ 462,394.94
3/5/26	CAPRI ARCHITECTURE	PROF SVCS FOR AUDITORIUM-NHS	\$ 143,086.22
3/6/26	WESTERN STATES FIRE PROTECTION CO	PIPE, ROUGH IN AND PRESSURE TEST-TAES MUSIC	\$ 32,960.00
3/12/26	GLAS ARCHITECTS	PROF SVCS FOR AUDITORIUM & CTE- TOHS	\$ 149,728.01
3/19/26	PBS ENGINEERING & ENVIRONMENTAL	PROF SVCS FOR ASBESTOS ABATEMENT	\$ 37,501.99
3/20/26	COAST RANGE EQUIPMENT & REPAIR	WATER SYSTEMS-HVAC TAHS	\$ 33,866.71
3/26/26	CAPRI ARCHITECTURE	PROF SVCS FOR AUDITORIUM-NHS	\$ 43,952.25

**LINCOLN COUNTY SCHOOL DISTRICT
BOND INVESTMENTS REPORT
March 31, 2026**

**Piper Sandler & Co Brokerage Account, Bank of New York - Pershing
US Treasury Fixed Income Securities**

Beginning Balance	\$ 59,914,885
Additions	
Reductions	18,236,696
Ending Balance	\$ 41,678,190

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	\$ 2,181,824
Additions	7,411
Reductions	
Ending Balance	\$ 2,189,235

Oregon Coast Bank - Money Market Account

Beginning Balance	\$ 11,444,775
Additions	37,048
Reductions	2,512,386
Ending Balance	\$ 8,969,437

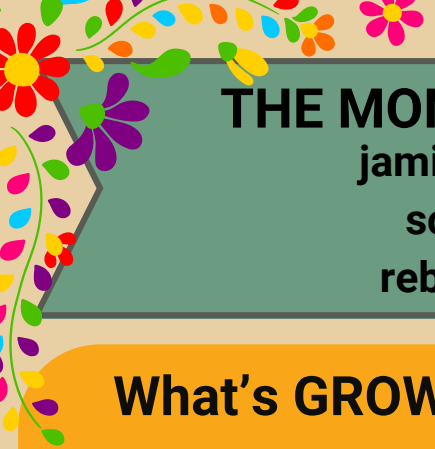
Monthly Totals

Beginning Balance	\$ 73,541,484
Additions	\$ 44,459
Reductions	\$ 20,749,082
Ending Balance	\$ 52,836,862

Interest Rates

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>
LGIP	4.16%	4.04%	4.00%
Oregon Coast Bank	4.15%	4.05%	4.05%

- c. Food Services Report (Written). BG-4
 - 1. Nutrition Services Report



THE MONTHLY FEED - April 2026

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NUTRITION SERVICES

Lincoln County School District

School Meals Gardens Food Pantry



What's GROWing on in LCSD school gardens?

April has arrived, and it's hard not to notice how quickly the days are stretching longer and brighter. That shift isn't just exciting for us, it's a powerful signal to the natural world. As daylight increases and temperatures rise, plants are waking from dormancy and springing back to life. It's one of the most energizing times of the year, full of possibility and growth. With so much happening all at once, it's a season that rewards curiosity and attentiveness, blink, and you might miss something amazing.

In our school gardens, that sense of renewal is well underway. Garden beds are being refreshed and prepared for the busy growing season ahead. Students, staff, and volunteers have been at work clearing winter weeds, making space for new plants to thrive. Snap peas are germinating, and our kindly donated purple potatoes are beginning to sprout. Our garlic and shallots have resumed their growth, while blueberries and fruit trees are beginning to leaf out and bloom.



Indoors, we're starting seedlings to give us a head start on the season and preparing for our upcoming plant sales in May. It's a busy and exciting time in the gardens, and we're thrilled to see students engaged in every step of the process, from soil preparation to seed starting, building skills and connections that will last well beyond the season.

Spring is truly in motion, and we're ready to grow right along with it.



Pesto-perfection!

The Newport High STEP Transition Program students have achieved a remarkable feat: they have harvested over **17 pounds** of basil this year using hydroponic towers right in their classroom! This fresh basil is being used to make delicious pesto, which has quickly become a popular ingredient in school lunches. Be sure to look for the "Garden Blooms Pizza" every Monday in April, featuring an alfredo pesto base and fresh vegetables!



April 10th

Beef Enchilada Casserole made with Gibson Farms local beef.


April 13th

Pesto Tuna Burger made with local tuna and student made Pesto from Basil grown in our school garden!

Free language assistance, auxiliary aids, and/or accommodations are available upon request. Meal accommodations can also be made to support medical needs as well as some preferential dietary needs.

Please contact your school, Nutrition Services, or email jamie.nicholson@lincoln.k12.or.us

 @lcsdschoolgardens

 @Lincoln County Oregon School Gardens

FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)

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 try.

Some of this month's offerings include: Baby Candy Striped Beets, Tiny Cucumbers, Cotton Candy Grapes, and Blackberries

Did You Know?

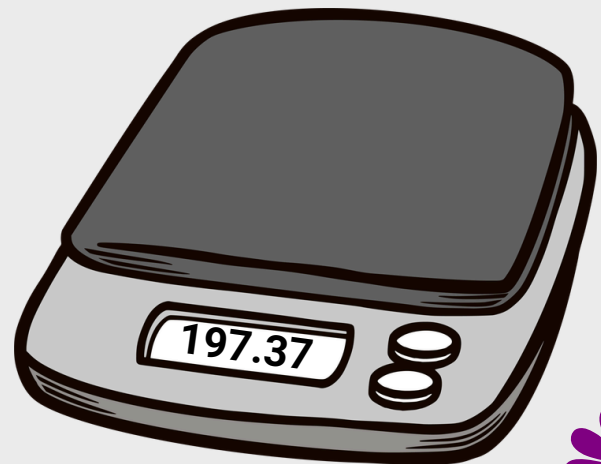
Technically blackberries are not berries at all. Instead, each fruit is an aggregation of dozens of tiny fruits called drupelets.



drupelet • any of the small individual parts containing a single seed that together form a fruit such as a blackberry.

Download **nutrislice** from the App store for your school's menu

School kitchens have received 197.37 pounds of produce and herbs from School Gardens and Hydroponics this school year! Way to go LCSD School Gardens.



d. First Student Report (Oral). BG-4

Lincoln County School District Board Meeting General Session, April 14, 2026

Date: April 8, 2026

Dear: LCSD School Board & Transportation Leadership,

Welcome to Spring 2026! In this edition, I will share more information on Samsara, Employee and Customer Satisfaction Surveys, and our newest Market & Recruitment Strategy Reports for the east/wet and South areas. This year, Lincoln City has been in a good position regarding driver count.



Driver staffing

We are working diligently to increase the applicant flow through recruiting campaigns.

- FY 26 Wages: \$23.12 – \$27.91
- Hiring Bonuses of \$3500 for CDL S/P endorsed drivers
- Hiring Bonuses of \$2000 for non-CDL S/P endorsed drivers
- Paid Training
- \$1,000.00 Employee Referral Bonus-a \$500.00 dollar increase.

The data on the right represents driver availability and route count as of 04/07/2026.

Route Count (current)	64
GenEd	41
SpEd	13
Type 10	10
Driver Staffing Goal	64
Drivers Assigned to a Route	64
Cover Drivers	6
Borrowed Drivers	0
Total Drivers On Hand Excluding staff	62
CDL	50
Type 10	8
Borrowed Drivers	4
Casual Drivers (limited route availability)	(7)
Over/(Short) for Route Coverage	-2
Drivers in Training/Testing	5
Apps as since April 8, 2026	6
Permit Pending	16
Total # in Training (Classroom)	1
Behind-the-Wheel Training	4
Leave/Unavailable	4



Recruiting

- UPDATE THIS We are working on becoming members of the four main Chambers of Commerce in Lincoln County to take advantage of their avenues of business exposure. Hopefully this will generate additional interest and traction to increase and secure additional drivers.
- BUS BY CHESTERS By the end of next week, we will have more visual presence in our communities. Recruiters will station banner buses and share information on how to join a team that dedicates itself to the safe transportation of our children to and from school.
- Summer Event planning & recruiting events.



Customer issues/ resolutions

- **Driver Shortage:**

- Over the last few weeks, we completed the training of four drivers (1xVan & 4xCDL).
- The CDL drivers are two returning drivers who are only available casually and one brand-new driver who passed his test on 04/07/2026. The Van driver was able to take over one of the routes for students with special needs in Toledo, and the two casual CDL drivers are covering routes in Newport and Toledo. The new driver is taking over a route in the north where we recently lost a driver who decided to go back to school full-time and pursue a career in social services.

- **High Student Load Counts & Long Rides**

We are continuing to audit routes for load counts and seat times. With the number of routes, we are currently able to run, balancing load counts is crucial. Frequent changes in ridership (families move or change their transportation plans), often throw off this balance, and we need to edit routes to accommodate these changes.



Noteworthy Successes

- **CRX Specialists Hard at Work**

Since the hiring process was taken over by our regional hiring specialists, we have seen an increase of applications. While the increase also brings lots of “empty” applications, we do have a higher volume of candidates for our school bus driver vacancies.

- **Everyday Heroes Protect and Serve Our Future**

Being a school bus driver takes a special breed of humans. Long gone are the days when the driver could just stop the bus and tell a rider to get off the bus. Nowadays, a successful school bus driver is a patient, safety-focused, and dependable individual who enjoys working with children. They must be able to stay calm under pressure, manage student behavior while safely navigating traffic, and consistently arrive on time to keep schedules running smoothly. Strong communication and interpersonal skills are essential for building positive relationships with students and parents, while adaptability helps them handle changing routes and unexpected situations. Professionalism is also important, as drivers must set clear expectations and resolve conflicts effectively.

- **Driving While Getting the Big Picture**

Getting the big picture is a crucial skill for school bus drivers because they must stay constantly aware of everything happening both inside and outside the bus. For example, while navigating a busy intersection, a driver must monitor surrounding vehicles, watch for pedestrians, and anticipate sudden stops, all while ensuring students remain seated and safe. On a rainy morning, they may notice reduced visibility and adjust their speed while also keeping an eye on children crossing the street at bus stops. Drivers often act as an extra set of eyes for the community as well; for instance, they might report a traffic accident, a fallen tree blocking part of the road, or unsafe driving behavior they observe. Inside the bus, they may notice a student standing while the bus is moving or a conflict between students and address it safely at the next stop. By staying alert to the “big picture,” school bus drivers help prevent accidents, respond to unexpected situations, and ensure a safer environment for everyone on and around the bus.



Latest news

- **Employee Voice Survey**

To continue Fostering Teamwork and upholding our commitment to the Highest Standards, the upcoming Employee Voice Survey will shift from **April 1–14** to **April 8–21**. This adjustment reflects school schedules and other considerations that may impact availability, helping ensure everyone has a fair and uninterrupted opportunity to participate.

This change allows us to:

- Maintain the integrity and reliability of survey results.
- Give employees the time to participate thoughtfully.
- Support leaders in creating a consistent, encouraging environment for engagement and follow-up.

We will continue to use the results to help us become more understanding of our employees' and location's needs.



Important dates

- April 16 & 17-LCSD: No School, Conferences
- April 23-Eddyville Charter School: No School, Conferences
- April 24-OSD: No School
- April 27-LCSD: No School, Professional Development
- April 27-May 1-Preparation for the Loyalty Day Parade; We are expecting Safety Dog join us again this year.

e. Custodial Services Report (Written). BG-4



SODEXO & LINCOLN COUNTY SCHOOL DISTRICT

END OF THE MONTH REPORT- CUSTODIAL

MARCH 2026

MARCH HIGHLIGHTS

-
- Arcadia for College students- Finish new floor tile.
 - All Schools HVAC filters changed
 - Spring Break projects- 1st impression areas floors refinished, burnished and detail cleaned.
 - Taft 7-12 & NHS floor restoration & finish under gym bleachers.
 - Ecolab ordered & installing new solution dispensers in all schools (started)



MARCH HIGHLIGHTS

-
- TOES- cleaning gym court HVAC ducts w/scissor lift
 - Sam Case- New staff room construction cleaned and floor finished.
 - Utilized Illness reports to target schools for extra disinfection. *Few schools needed extra disinfection. The schools that did not receive extra disinfection did not see an increase in absenteeism due to illness.
Conclusion- Utilizing data from LCSD we were able to target extra disinfection and curb absenteeism due to illness while decreasing cost to the taxpayer year over year.



MARCH HIGHLIGHTS

-
- 2 interviews conducted for Ops. Manger position. (offer extended)
 - Fully staffed for March. 2 openings for start of March filled.
 - Re-unitizing Sam Case ongoing
 - Re-unitizing Taft Ele. complete
 - Principal Meetings for March: Avg. Score = 8.4
 - Lowest score: 7 (2 schools)
 - Highest score: 10 (2 schools)
 - Expected April scores Avg. 9-10



MARCH HIGHLIGHTS

Arcadia new bathrooms



94



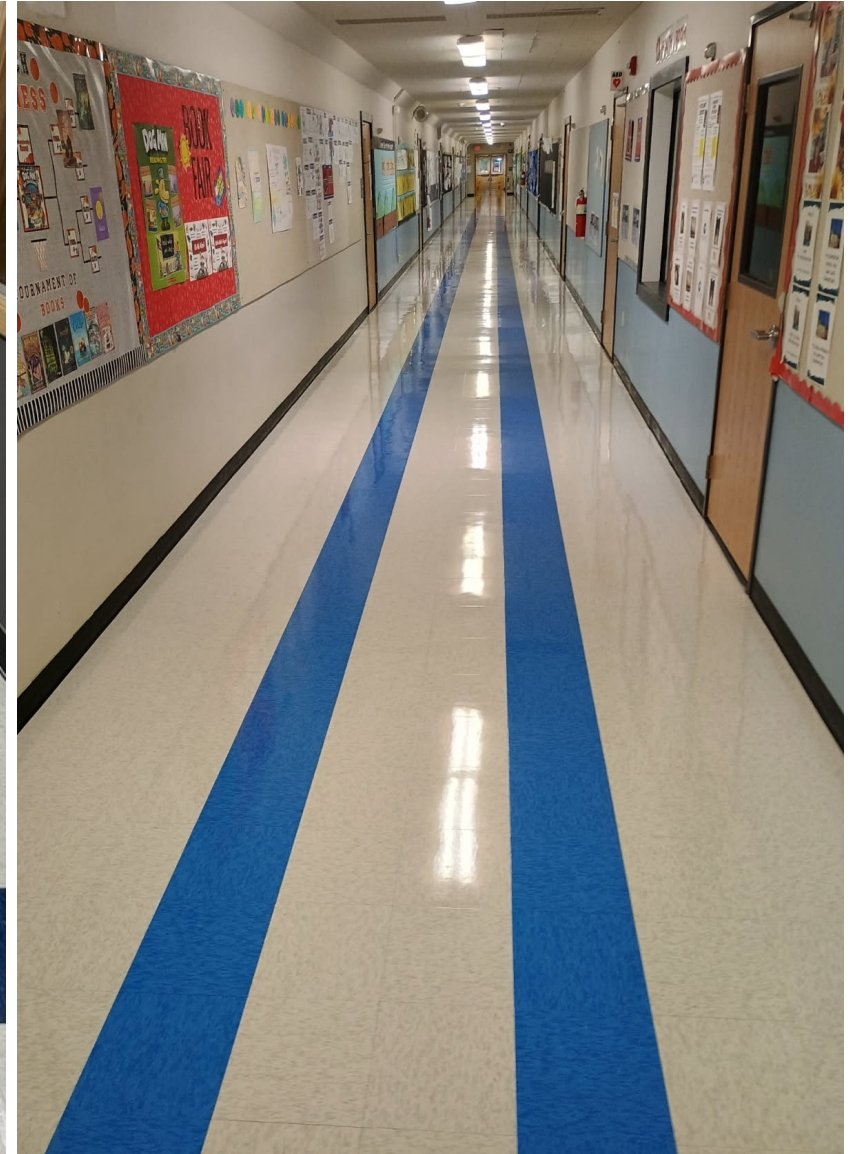
Toledo HS new tile

MARCH HIGHLIGHTS

Newport High School



Sam Case

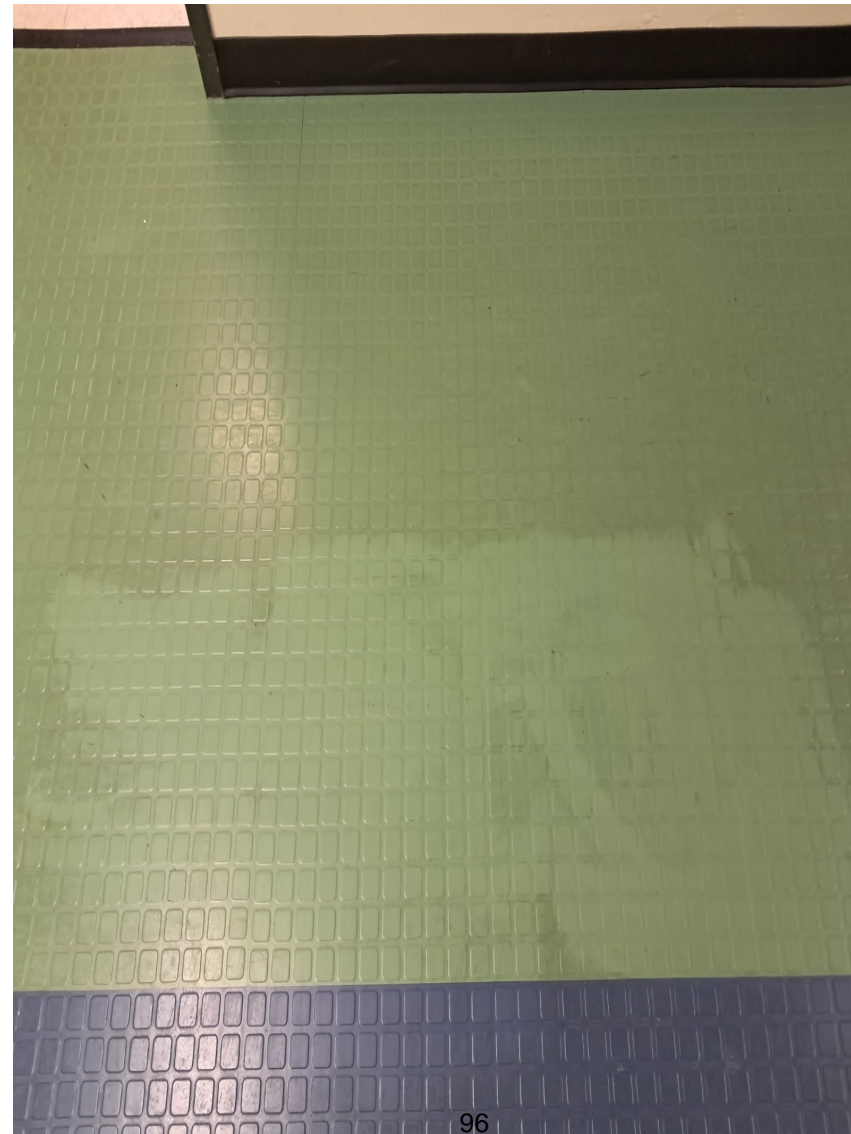


MARCH HIGHLIGHTS

Y.V. deep clean non-slip floor



Y.V. hallway



96



Y.V. Finished non-slip floor

MARCH HIGHLIGHTS

Taft 7-12 Gym Floor project



MARCH HIGHLIGHTS

Taft Elementary School



MARCH HIGHLIGHTS

OceanLake Elementary School



MARCH HIGHLIGHTS

Waldport High School



MARCH CONTINUED

Upcoming projects

- Gym refinish behind bleachers (Taft Ele and NMS)
- Ecolab vendors updating their onsite equipment. 10+ years old.
- Taft Ele Music room construction clean/finish floors
- Oregon Coast Youth Symphony- NMS



CHALLENGES

After school programs- cleaning areas twice in same day.

Completing Bond project while maintaining service level agreement


Keeping event areas cleaned and stocked for weekend use.


SAFETY

 Injuries/Incidents: 0 March. YTD 0 (0 ytd)

 Loss Time: 0

 Safe Schools: All EEs have finished Vector training prior to school starting

 3 Checks for Safety: 1.)- Do I know how to perform the task? 2.) Do I have the correct tools/PPE? 3.) Is my environment safe? (answer No to any of these questions then stop and call a manager!)

 Monthly Safety training: Zero Harm- Just Culture & Chemical Hazards Communication

8. Board Reports
9. Superintendent's Report
 - a. Continuous Improvement Plan (CIP) Report. BG-1 & 2

**LCSD Continuous Improvement Plan Data Tracking
September 2025**

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
iReady Math	K	1	2	3	4	5	6	7	8
	9%	5%	6%	4%	12%	14%	15%	16%	15%
9th Grade On Track Projection	69%		Graduation Projection	73%		Dual Credit Early College	N/A	AP/IB	N/A
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year).

Kindergarten Attendance Projection	72.2%	District Attendance Projection	73.1%	Exclusions	1.9%	
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Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

Family Night Attendance	44% (1865) 4229.8	Conference Attendance		Survey Results		
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LCSD Continuous Improvement Plan Data Tracking

October 2025

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	33%	42%	44%	47%	41%	38%	66% <small>Acadience</small> 23% <small>iReady</small>	28%	30%
iReady Math	K	1	2	3	4	5	6	7	8
	9%	5%	6%	4%	12%	14%	15%	16%	15%
9th Grade On Track Projection	75%		Graduation Projection	77%		Dual Credit Early College	N/A	AP/IB	N/A
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year).

Kindergarten Attendance Projection	65.6%	District Attendance Projection	69.1%	Exclusions	3.3%	
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Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

Family Night Attendance	1880/4229 (44%)	Conference Attendance	Total: 58% Ele: 86% Sec: 38% 106	Survey Results		
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**LCSD Continuous Improvement Plan Data Tracking
November 2025**

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
iReady Math	K	1	2	3	4	5	6	7	8
	9%	5%	6%	4%	12%	14%	15%	16%	15%
9th Grade On Track Projection	72% (-3%)		Graduation Projection	76% (-1%)		Dual Credit Early College	N/A	AP/IB	N/A
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year). GOAL: 65.9%

Kindergarten Attendance Projection	61.8% (-3.8%)	District Attendance Projection	67.6% (-2%)	Exclusions	4.2% (+.9%)	
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Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

Family Night Attendance	2039/4229 (48%) (+4%)	Conference Attendance	Total: 58% Ele: 86% Sec: 38%	Survey Results	By School	
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LCSD Continuous Improvement Plan Data Tracking

December 2025

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	33%	42%	44%	47%	41%	38%	66% <small>Acadience</small> 23% <small>iReady</small>	28%	30%
iReady Math	K	1	2	3	4	5	6	7	8
	9%	5%	6%	4%	12%	14%	15%	16%	15%
9th Grade On Track Projection	72%		Graduation Projection	76%		Dual Credit Early College	N/A	AP/IB	N/A
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year). GOAL: 65.9%

Kindergarten Attendance Projection	62.5% (+0.7%)	District Attendance Projection	64.8% (-2.8%)	Exclusions	5.1% (+0.9)	
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Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

Family Night Attendance	2086/4203 49.8% (+1.8%) Music Concerts	Conference Attendance	Total: 58% Ele: 86% Sec: 38% ¹⁰⁸	Survey Results	Overall: 3.31/4 Parent Involv.: 3.24/4	
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**LCSD Continuous Improvement Plan Data Tracking
January 2026**

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	51%	42%	39%	48%	40%	41%	Acadience 64% iReady 28%	29%	36%
iReady Math	K	1	2	3	4	5	6	7	8
	32%	13%	17%	18%	20%	21%	18%	22%	17%
9th Grade On Track Projection	84.7%		Graduation Projection	85.5%		Dual Credit (11th & 12th)	122 Students 176 Classes 16.6 % Part. — Coll. Crd.	AP (11th & 12th)	74 Students 76 Classes 10.1% Part.
						Early College (11th & 12th)	54 Students 74 Classes 7.3% Part. 233 Coll. Crd.	IB (11th & 12th)	269 Students 567 Classes 36.5% Part.
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year). GOAL: 65.9%

Kindergarten Attendance Projection	54.6%	District Attendance Projection	63.7% (-1.1%)	Exclusions	6%	
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Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

Family Night Attendance	2095/4203 (49.8%)	Conference Attendance	Total: 58% Ele: 86% Sec: 38% 109	Survey Results	Overall: 3.31/4 Parent Involv.: 3.24/4	
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**LCSD Continuous Improvement Plan Data Tracking
February 2026**

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	51%	42%	39%	48%	40%	41%	Acadience 64% iReady 28%	29%	36%
iReady Math	K	1	2	3	4	5	6	7	8
	32%	13%	17%	18%	20%	21%	20%	21%	19%
9th Grade On Track Projection	90.2%		Graduation Projection	89.9%		Dual Credit (11th & 12th)	122 Students 176 Classes 16.6 % Part. — Coll. Crd.	AP (11th & 12th)	74 Students 76 Classes 10.1% Part.
						Early College (11th & 12th)	54 Students 74 Classes 7.3% Part. 233 Coll. Crd.	IB (11th & 12th)	269 Students 567 Classes 36.5% Part.
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year). GOAL: 65.9%

Kindergarten Attendance Projection	52.7%	District Attendance Projection	63.1%	Exclusions	6.8%	
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Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

Family Night Attendance	2132/4203 (50.7%)	Conference Attendance	Total: 58% Ele: 86% Sec: 38% 110	Survey Results	Overall: 3.31/4 Parent Involv.: 3.24/4	
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**LCSD Continuous Improvement Plan Data Tracking
March 2026**

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	51%	42%	39%	48%	40%	41%	Acadience 64% iReady 28%	29%	36%
iReady Math	K	1	2	3	4	5	6	7	8
	32%	13%	17%	18%	20%	21%	20%	21%	19%
9th Grade On Track Projection	77% (-13.2%)		Graduation Projection	73.6% (-16.3%)		Dual Credit (11th & 12th)	122 Students 176 Classes 16.5 % Part.	AP (11th & 12th)	73 Students 75 Classes 9.9% Part.
						Early College (11th & 12th)	53 Students 66 Classes 7.2% Part. 249 Coll. Crd.	IB (11th & 12th)	263 Students 554 Classes 35.6% Part.
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year). GOAL: 65.9%

Kindergarten Attendance Projection	52.5% (0.2%)	District Attendance Projection	61.5% (-1.6%)	Exclusions	7.2% (+0.4%)	
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Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

Family Night Attendance	2155/4203 (51.2%)	Conference Attendance	Total: 58% Ele: 86% Sec: 38%	Survey Results	Overall: 3.31/4 Parent Involv.: 3.24/4	
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- b. Budget Information Community Meeting Update BG- 3 & 4
- c. Supplemental Materials Work - Policy IIA. BG- 1 & 2
- d. Pacific Power Foundation Grant. BG-4

Proposed Budget & Funding Plan
Emergency Preparedness: Increasing Sheltering Capacity for North Lincoln County
Lincoln County School District

With this project, we will purchase & permanently store 300 cots for emergency mass care sheltering in North Lincoln County, Oregon. The cots will be housed in a 20-ft steel shipping container at Oceanlake Elementary School in Lincoln City next to our established Disaster Cache. The cots will be stored in sturdy plastic bags with a moisture absorber packet and then placed on heavy duty shelves that are tied down inside the shipping container.

Expenses:

Item	Cost per Item	Qty Needed	Total
20' Shipping Container & Delivery	\$ 4,000.00	1	\$ 4,000.00
Locks & Keys	\$ 200.00	3	\$ 600.00
Industrial Shelves for Cot Storage	\$ 260.00	5	\$ 1,300.00
Cots	\$ 52.00	300	\$ 15,600.00
TOTAL EXPENSES:			\$ 21,500.00



Funding Plan:

Item	Contribution	Status	Notes
Lincoln County School District	\$ 5,000.00	Confirmed	LCSD will also do Project Coordination
The City of Lincoln City	\$ 5,000.00	Confirmed	
Oregon's Office of Resilience & Emergency Management	\$ 4,000.00	Planned	Contributing a 20' steel shipping container valued at approximately \$4,000.
Lincoln County Emergency Preparedness Grant	\$ 2,500.00	Pending	This is an annual grant we apply for and receive each Spring.
PacifiCorp Foundation	\$ 5,000.00	Grant Request	Thank you for considering partnering with us.
TOTAL PROPOSED CONTRIBUTIONS	\$ 21,500.00		

10. Adoption of the Consent Calendar BG- 1-3
 - a. Minutes of the Board
 - b. Human Resources
 1. Board Personnel Action

Board Agenda — April 14, 2026 — Personnel Action

Temporary Licensed Hire (s):

Lauren Bobo-Shisler Grade 5/Crestview Heights

Savannah Gardiner Grade 4/Taft Elementary

Coach Hire (s):

Marlee Rozewski Asst Softball/Toledo Jr-Sr High

Sam Imbler-Bremner Asst Football/Newport High

Resignation(s):

Kim Lobdell	Special Education Teaching Asst II Taft 7-12	Resignation 12/4/2024 – 3/20/2026
Tamara Madden	Grade 5 Teacher Crestview Heights	Resignation 8/27/2021 – 3/19/2026
Nicole Tanner	Instructional Assistant Sam Case	Resignation 1/20/2026 – 4/24/2026
Katie Coy	Health and Records Asst Sam Case	Resignation 3/3/2026 – 3/30/2026
David Cancino	Bilingual Tutor Newport High	Resignation 9/30/2025 – 4/15/2026

c. Board

1. Policy Update - JOA, IKF, GBNAA/JHFF, JHCD

OSBA Model Sample Policy

Code: IKF
Adopted:

Honors Diplomas - need
 IB - Need
 SPED Review - Carol
 Principal Review - Rayna

Graduation Requirements**

{If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in policy (see OAR 581-022-2000(1)). OAR 581-022-2115(13) requires districts to also have a policy on student-initiated test impropriety (model language to meet this requirement is also in policy IL – Assessment Program); OAR 581-022-2120 requires districts to have a policy about proficiency in Essential Skills in student languages of origin (currently waived through the 2027-28 school year); OAR 581-022-2020(3) requires districts to establish criteria for the certificate of attendance in policy.}

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and ~~an alternative certificate~~ a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. ~~A foster child~~ In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ As "Foster child" is defined in ORS 30.297.

² {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education

Diploma

A high school diploma will be awarded to students⁵ in grades 9 through 12 who complete a minimum of {⁶}24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁷ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (~~including~~ shall include 0.5 unit of US civics⁸ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, ~~civics,~~ geography, and economics (~~including personal finance~~) and ⁹financial literacy);
- ✓ 5. ¹⁰One-half credit of higher education and career path skills;
- ✓ 6. ¹¹One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹² (units shall be earned in any one or a combination).

★ ADD Hours Diploma from Current IKF

Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.962961 or a hospital identified in ORS 343.261.

⁵ Students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any previous school year.

⁶ {If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.}

⁷ "Language arts" includes reading, writing and other communications in any language, including English.

⁸ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁹ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

¹⁰ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹¹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹² "World languages" includes sign language, heritage languages and languages other than a student's primary language.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000 above, a student must¹³:

1. ¹⁴Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings; *↳ currently suspended.*
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

✓ Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student **H**has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student **H**has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits ~~which shall~~ with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

¹³ [The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).]

¹⁴ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

5. ¹⁵One-half credit in personal financial education;
6. ¹⁶One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

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

1. ¹⁷Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in ~~learning expectations~~ the achievement level, construct, or ~~content that is to be measured, grade level standard, or~~ measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified ~~Smarter Balanced~~ statewide assessment.

¹⁵ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁶ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁷ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide ~~that~~ if a student ~~should~~ will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.~~

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

^{18} Essential Skills

IS this law or optional?

The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will [establish an appeal process] [follow Board policy KL - Public Complaints] in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.]

Extended Diploma

¹⁸ {[OAR 581-022-2120(2) requires districts to have "policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin." OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.] Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote.}

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~ For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

~~Alternative Certificates~~

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.~~

~~Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.~~

✓ Certificate of Attendance

A {¹⁹}certificate of attendance²⁰ will be awarded to students who:

1. [Have maintained regular full-time attendance²¹ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history²².]

For students with a documented history²³, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve a high school diplomas, a modified diplomas, an and extended diplomas, ~~or an alternative certificate~~ at each high school in the district. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

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

¹⁹ {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#)}

²⁰ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

²¹ {There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.}

[“Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences [are considered absences for this purpose] [will not be counted against a student.]]

[“Regular full-time attendance” means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.]

²² “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

²³ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance in the later of 4 years after starting ~~the ninth~~ grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may ~~satisfy~~ complete the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance in less than ~~four~~ 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or ~~an alternative certificate~~ a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or ~~an alternative certificate~~ a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student ~~and~~. ~~w~~When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that ~~are~~ is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, ~~an alternative certificate~~ a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or ~~alternative certificate~~ certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form²⁴ and submitting the form to the district.

The district will issue a high school diploma ~~pursuant to Oregon law (ORS 332.114)~~ to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

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

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

²⁴ Oregon Department of Education page for: [30-day notice and opt-out form](#)

OSBA Model Sample Policy

*TRV
3/3/26*

Code: GBNAA/JHFF
Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

{Required policy. ORS 339.372 establishes the requirement for boards to adopt policy on suspected sexual conduct.}

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, and students⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~ one calendar year prior to the sexual conduct.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, ~~contractor, agent or volunteer~~ who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ~~designated licensed administrator~~ or the ~~alternate designated licensed administrator~~, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

Superintendent's Designee

If the superintendent is the alleged perpetrator the report shall be submitted to the ~~designated licensed administrator~~ *Superintendent's Designee* [insert {8} designated licensed administrator position title] who shall report the suspected sexual conduct to the Board chair.

~~If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.~~

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

✓ ⁶ {The following language in brackets, i.e., [contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.}

✓ ⁷ {ORS 339.372 requires the district to have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

✓ ⁸ {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is ~~[[strongly]]~~ ~~[[discouraged]]~~ [[prohibited]]

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2136 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

R10/05/2112/24|LF

Suspected Sexual Conduct with Students and Reporting Requirements * –

OSBA Model Sample Policy

Code: JOA
Adopted:

looks good.
I will need to update the online registration once adopted.

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following~~ Directory information^[1] may be released ~~to the public~~ through appropriate procedures and includes:

1. Student’s name;
- ~~2. Student’s address;~~
- ~~3. Student’s telephone listing;~~
- ~~4. Student’s electronic address;~~
- 5.2. Student’s photograph;
- ~~6. Date and place of birth;~~
- 7.3. Major field of study;
- 8.4. Participation in officially recognized ~~sports and~~ activities and sports;
- 9.5. Weight and height of ~~athletic team~~ members of athletic teams;
- ~~10.6. Dates of attendance; and~~
- ~~11. Grade level;~~
- ~~12.7. Diploma, honors or~~ Degrees and awards received;
- ~~13. Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

¹ [For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2,3,4,6,7,10,11,12 and/or 13; recommend deleting the word ‘diploma’ in #12 if kept.]

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names[, identifier, institutional email address in a class in which the student is enrolled] or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 180.805](#)

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (~~2012~~2024).

✓Carole

New

OSBA Model Sample Policy

Code: JHCD
Adopted:

Medications**/*

{Required policy. The requirement for policy comes from ORS 339.866 (2).}

✓ The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

✓ The district shall designate personnel authorized to administer medications to students. ~~Medications, including injectable medications,~~ may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

✓ When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

✓ A current first-aid/CPR/AED card is required for designated personnel.

✓ The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

✓ The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law. ~~the~~

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

~~doesn't address health plans~~ → in AR - pg 6-11 in AR

[¹] A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student’s parents or guardian.]

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.866 - 339.871](#)
[ORS 433.800 - 433.830](#)
[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 - 0035](#)
[OAR 581-021-0037](#)

[OAR 581-022-2220](#)
[OAR 851-047-0000 - 0030](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.
House Bill 1552 (2024).

¹ {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}

11. Action Items

a. Teaching & Learning

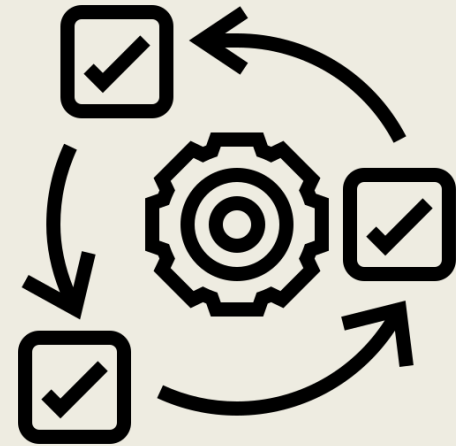
1. Social Studies Curriculum Adoption BG-1 & 2

Social Studies Curriculum Adoption



Lincoln County School District
Grades 6–12

The Process



1. Oregon teacher review team approved materials meeting state requirements.
1. District Review Team
 - Representatives from all secondary buildings and subjects.
 - Indian Education TOSA, Special Education, League of Women Voters included.
2. Weeks long review guided by district priorities and Oregon standards.
3. Top two selected independently by MS and HS
 - TCI was the common choice.

Pilot Feedback

MS and HS each piloted TCI and one additional program (4–12 weeks).

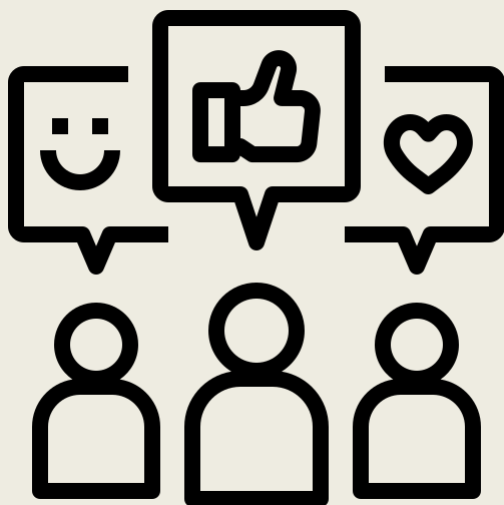
Weekly teacher surveys and student input collected.

Middle School Feedback

- Strongly positive toward TCI
- Alternate option not ready for district needs.

High School Feedback

- Teachers satisfied with both or strongly preferred TCI.
- One preference for alternate tied to add-on not financially viable.

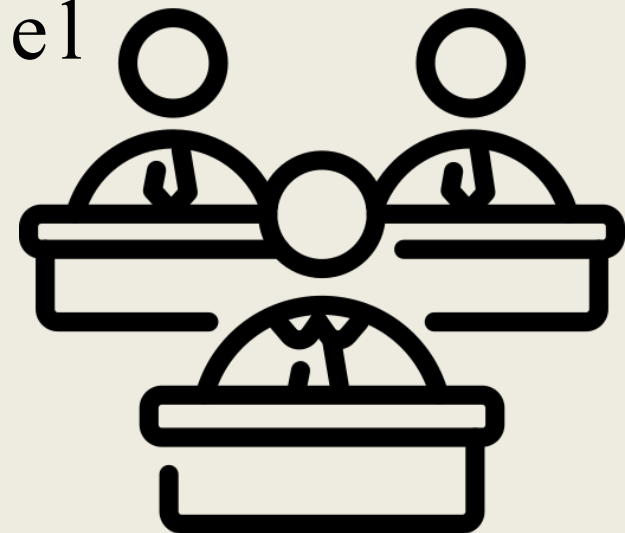


Students say...

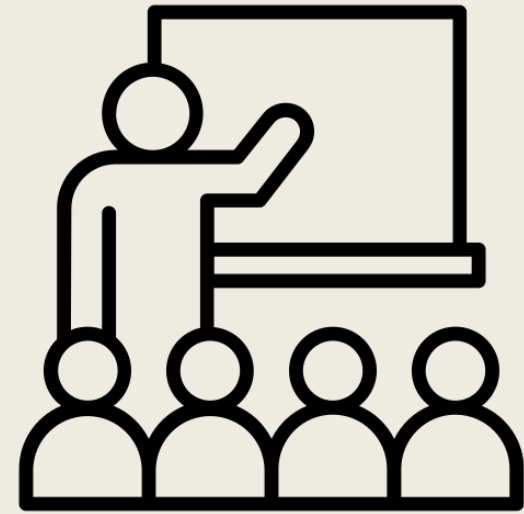
“I feel like it gives you more ‘in depth’ on what happened.”

"The pictures and maps helped me understand what was happening better than just reading the text."

"The activities made history feel more like something we were figuring out instead of just reading about."



Teachers say...



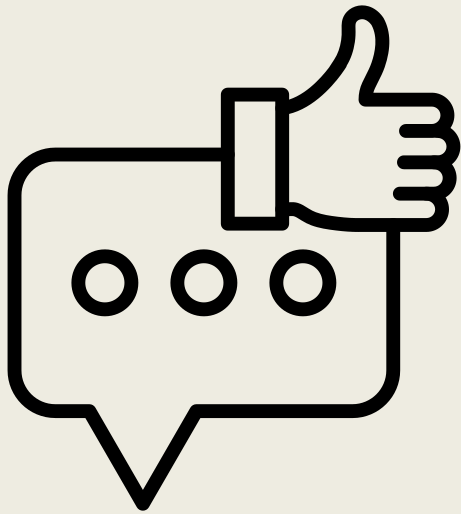
“I like these materials so much. They will have to pry them out of my cold hands.”

“These Economics materials are exactly what I hoped they would be. The Scope and Sequence lines up exactly.”

“I love being able to put physical textbooks into the hands of students.”

Recommendation

- Adopt TCI for Grades 6–12.
 - Full replacement of existing Social Studies curriculum.
 - Provides vertical alignment across middle and high school.
 - Ensures consistent instructional approach and standards alignment.
 - Available in multiple languages to ensure access for all students.



Investment Overview

Original Bid: \$ 358,776.60

Negotiated Cost: \$ 294,370.00

Includes:

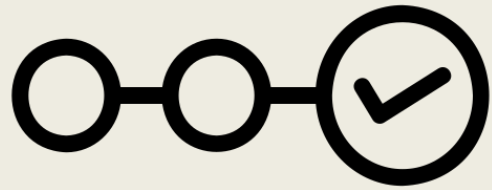
Classroom sets of print materials

Full digital access in multiple languages

Seven-year license

Teacher training





Next Steps

Materials available in school buildings for public viewing.

- Make materials available in schools for public viewing.
- Online feedback form available for public input.
- Schedule professional development prior to implementation.
- Implementation planned for the 2026–2027 school year.



Quote #: 00039847

Date: 2026-04-09

Expires On: 4/18/2026

Prepared By: Michael Washington

Email: mwwashington@teachtci.com

Phone:

Quote for:

Lincoln Co School District

Norma Thompson

norma.thompson@lincoln.k12.or.us

Middle School

Product Code	Product Name	Product Type	ISBN	Customer Price	Quantity	Extended Price
MS-SS-TL-07	Middle School (6-8) Social Studies: Teacher License (7 Yrs)	Digital		\$0.00	19	\$0.00
295-9	SSA! The Western Hemisphere: Teacher's Guide	Print English	978-1-68468-295-9	\$0.00	11	\$0.00
297-3	SSA! The Western Hemisphere: Activity Cards	Print English	978-1-68468-297-3	\$0.00	11	\$0.00
TB-2986-7	SSA! The Western Hemisphere: Middle School Student Bundle (7 Yrs)	Bundle English		\$132.00	315	\$41,580.00
149-5	HA! The World through 1750: Teacher's Guide	Print English	978-1-68468-149-5	\$0.00	4	\$0.00
144-0	HA! The World through 1750: Placards	Print English	978-1-68468-144-0	\$0.00	4	\$0.00
155-6	HA! The World through 1750: Notebook	Print English	978-1-68468-155-6	\$0.00	4	\$0.00
TB-1501-7	HA! The World through 1750: Student Bundle (7 Yrs)	Bundle English		\$132.00	160	\$21,120.00
154-9	HA! US Through Industrialism: Teacher's Guide	Print English	978-1-68468-154-9	\$0.00	4	\$0.00
145-7	HA! US Through Industrialism: Placards	Print English	978-1-68468-145-7	\$0.00	4	\$0.00
156-3	HA! US Through Industrialism: Notebook	Print English	978-1-68468-156-3	\$0.00	4	\$0.00
TB-1518-7	HA! US Through Industrialism: Student Bundle (7 Yrs)	Bundle English		\$132.00	160	\$21,120.00
MS-SS-SL-07	Middle School (6-8) Social Studies: Student License (7 Yrs)	Digital		\$115.00	365	\$41,975.00

Middle School TOTAL: \$125,795.00

High School

Product Code	Product Name	Product Type	ISBN	Customer Price	Quantity	Extended Price
HS-SS-TL-07	High School (9-12) Social Studies: Teacher License (7 Yrs)	Digital		\$0.00	18	\$0.00
240-9	GA! Regions and People: Teacher's Guide	Print English	978-1-68468-240-9	\$0.00	4	\$0.00
239-3	GA! Regions and People: Placards	Print English	978-1-68468-239-3	\$0.00	4	\$0.00
238-6	GA! Regions and People: Notebook	Print English	978-1-68468-238-6	\$0.00	4	\$0.00

Product Code	Product Name	Product Type	ISBN	Customer Price	Quantity	Extended Price
217-1	HA! World Connections: Teacher's Guide	Print English	978-1-68468-217-1	\$0.00	4	\$0.00
205-8	HA! World Connections: Reproducible Pages	Print English	978-1-68468-205-8	\$0.00	4	\$0.00
90-8	HA! World Connections: Placards	Print English	978-1-934534-90-8	\$0.00	4	\$0.00
TB-0915-7	HA! World Connections: High School Student Bundle (7 Yrs)	Bundle English		\$152.00	160	\$24,320.00
214-0	HA! Pursuing American Ideals: Teacher's Guide	Print English	978-1-68468-214-0	\$0.00	6	\$0.00
65-6	HA! Pursuing American Ideals: Placards	Print English	978-1-934534-65-6	\$0.00	6	\$0.00
202-7	HA! Pursuing American Ideals: Reproducible Pages	Print English	978-1-68468-202-7	\$0.00	5	\$0.00
TB-0663-7	HA! Pursuing American Ideals: Student Bundle (7 Yrs)	Bundle English		\$152.00	240	\$36,480.00
215-7	Gov Alive! Power, Politics, and You: Teacher's Guide	Print English	978-1-68468-215-7	\$0.00	5	\$0.00
13-7	Gov Alive! Power, Politics, and You: Placards	Print English	978-1-934534-13-7	\$0.00	5	\$0.00
204-1	Gov Alive! Power, Politics, and You: Reproducible Pages	Print English	978-1-68468-204-1	\$0.00	5	\$0.00
TB-0144-7	Gov Alive! Power, Politics, and You: Student Bundle (7 Yrs)	Bundle English		\$152.00	240	\$36,480.00
46-5	Econ Alive! The Power to Choose: Placards	Print English	978-1-934534-46-5	\$0.00	5	\$0.00
203-4	Econ Alive! The Power to Choose: Reproducible Pages	Print English	978-1-68468-203-4	\$0.00	5	\$0.00
216-4	Econ Alive! The Power to Choose: Teacher's Guide	Print English	978-1-68468-216-4	\$0.00	5	\$0.00
TB-0472-7	Econ Alive! The Power to Choose: Student Bundle (7 Yrs)	Bundle English		\$152.00	140	\$21,280.00
HS-SS-SL-07	High School (9-12) Social Studies: Student License (7 Yrs)	Digital		\$115.00	300	\$34,500.00

High School TOTAL: \$153,060.00

Grand Total	\$278,855.00
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Gratis

Gratis offer and/or customer pricing are valid for this quote only and contingent upon purchase order total matching or exceeding the quote total. Gratis items must be included on your purchase order.

Gratis Total \$100,841.00

Terms and Conditions

Business Terms

TCI's Business Terms apply to all orders. View details at <https://www.teachtci.com/tci-business-terms>. If your order includes print subscriptions, the Northwest Textbook Depository will manage fulfillment for all years, and their terms apply. All questions about order fulfillment, including requests for returns and exchanges, should be directed to the depository.

How to Order

Submit Purchase Orders to:

Northwest Textbook Depository

PO Box 1629

Lake Oswego, OR 97035

Email: orders@nwtd.com

Phone: 503-906-1100 or 800-676-6630

Fax: 503-639-2559

2. 2026-2026 Student & Family Handbook. BG- 1 & 2



Lincoln County School District Student & Family Handbook 2026-2027

Teaching and Learning Center
1212 NE Fogarty St, Newport, OR 97365
Lincoln County School District



Vision Statement

Empowering all students every day to realize their full potential for living the future life as they imagine.

Mission Statement

Relentlessly committed to ensuring that all students learn the critical reading and thinking skills needed to be educated, healthy, and resilient people that graduate with future options and the ability to achieve their dreams.

LCSD Board Goals

Board's Five Year Strategic Plan

Full Implementation of:

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

DRAFT

LCSD Continuous Improvement Plan & Strategic Priorities

Academic Achievement

1.1 Install and monitor systems to ensure all students are thriving

1.2 Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards.

1.3 Educators plan and deliver research-based instruction with high-expertise teaching strategies to engage all students

Wellness & Belonging

2.1 Develop the knowledge, skill, and will of educators

2.2 Install and monitor responsive systems to meet the needs of students and families (PBIS tiered supports, Attendance, academics)

2.3 Ensure students have access to a well-rounded education (CTE, Music, P.E., athletics, co-curricular and extra-curricular activities)

2.4 Welcome, accept and affirm equitable practices that break down barriers and promote access

2.5 Create strong systems to engage with, support and celebrate staff

Community Connection

3.1 Two-way communication practices are in place for all students, with attention to mobile students and primary family languages.

3.2 Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision-making.

3.3 Develop community relationships for staff, student, and community learning that are consistent, authentic, and ongoing. Relationships inform school and district planning and practices.

SCHOOLS

North Area

Oceanlake Elementary (K-2)
2420 NE 22nd St. Lincoln City, OR 97367..... Phone 541-994-5296

Taft Elementary (3-6)
4040 High School Drive. Lincoln City, OR 97367.....Phone 541-996-2136

Taft 7-12
3780 SE Spyglass Ridge Dr. Lincoln City, OR 97367..... Phone 541-996-2115

South Area

Crestview Elementary (K-6)
2750 Crestline Dr. Waldport, OR 97394.....Phone 541-563-3237

Waldport Jr/Sr High School (7-12)
3000 Crestline Dr. Waldport, OR 97394.....Phone 541-563-3243

East Area

Toledo Elementary (K-6)
600 SE Sturdevant Rd. Toledo, OR 97391.....Phone 541-336-5121

Toledo Jr/Sr High School (7-12)
1800 SE Sturdevant Rd. Toledo, OR 97391.....Phone 541-336-5104

West Area

Yaquina View Elementary (K-2)
351 SE Harney St. Newport, OR 97365.....Phone 541-265-4637

Sam Case Elementary (3-5)
459 NE 12th St. Newport, OR 97365.....Phone 541-265-8598

Newport Middle School (6-8)
825 NE 7th St. Newport, OR 97365.....Phone 541-265-6601

Newport High School (9-12)
322 NE Eads St. Newport, OR 97365.....Phone 541-265-9281

Compass Online School (7-8)..... Phone 541-265-4280

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DRAFT

NON DISCRIMINATION POLICY

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

Students, employees and visitors are entitled to a school or educational environment that is free from discrimination or harassment. The district prohibits the use or display of any symbols of hate on school property or in an education program except where used in teaching curriculum that is aligned with state standards of education for public schools.

For more information, please refer to LCSD Policies: [AC](#) and [ACB](#)

ACADEMICS

ALTERNATIVE INSTRUCTIONAL PROGRAMS

In addition to the regular curriculum and courses offered, it is possible for students, with prior administrative approval, to obtain credit from the following alternative instructional programs and activities:

1. Community college courses;
2. Correspondence courses;
3. Outdoor school;
4. Educational travel;
5. Challenge tests;
6. Independent study;
7. Online courses;
8. The Expanded Options Program;
9. Others approved by the Board.

For more information, please refer to LCSD Policy: [IHGA](#)

EARLY GRADUATION

A student who wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents will consult with high school principals and/or school counselors to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the superintendent.

Early graduation requests should be made before May 1st of the student's sophomore year, unless the student moves into the district after that time. In that case, the student must request by October 1st of their junior year.

For more information, please refer to LCSD Policy: [IKFA](#)

GRADUATION EXERCISES

Lincoln County District high schools shall provide commencement ceremonies for graduating senior students. All students in good standing who have successfully completed the requirements for a senior high school diploma, a modified diploma, extended diploma or certificate of attendance may participate in graduation exercises. These ceremonies shall be held during the final five days of school. Graduating seniors may be dismissed during the final five school days. These days shall be determined by each school in consultations with the superintendent and shall be included on the annual school calendar.

Valedictorian/Salutatorian

Students must meet all the requirements for an honors diploma in order to be eligible for Valedictorian and Salutatorian honors. Valedictorian: the student(s) in the graduating class with the highest accumulative grade point average. Salutatorian: the student(s) in the graduating class with the second highest accumulative grade point average.

For more information, please refer to LCSD Policy: [IKFB](#)

GRADUATION REQUIREMENTS

Standard Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits, which include at least:

- Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
- Four credits of language arts;
- Three credits of science;
- Three credits of social sciences (including .5 credit from Civics- beginning with the class of 2026);
- One credit in health education;
- One credit in physical education;
- Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination)
- One half (.5) credit in personal financial education (beginning with the class of 2027);
- One half (.5) credit in higher education and career path skills (beginning with the class of 2027);
- 6 credits of electives (prior to 2027), 5 credits of electives (2027 and beyond);

To receive a diploma, in addition to credit requirements, outlined in OAR 581-022-2000, a student must complete the following Personalized Learning Requirements: Develop an education plan and profile; Participate in career-related learning experiences; Demonstrate extended application through a collection of evidence.

In addition to the Standard Diploma requirements, students may earn:

- An Honors Diploma
- An Modified Diploma
- An Extended Diploma, or
- A Certificate of Attendance

For more information of the other diploma options and further information, please refer to LCSD Policy: [IKE](#)

PROMOTION, RETENTION & PLACEMENT OF STUDENTS

In general, students shall be placed at the grade level to which they are best adjusted academically, socially and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade. A small number of students, however, may benefit from staying another year in the same grade or being accelerated. Decisions to retain or accelerate will only be made after prior notification and explanation to the student's parents. The building administrator will make the final decision. Parents may appeal the administrator's decision to the superintendent or his/her designee.

For more information, please refer to LCSD Policy: [IKE](#), [IKE-AR](#) & [JEBA](#)

ATHLETICS

MISSION: We believe athletics and activities in the Lincoln County School District focus on encouraging all programs to create a positive culture and community by developing character, sportsmanship, work ethic, and pride for all participants.

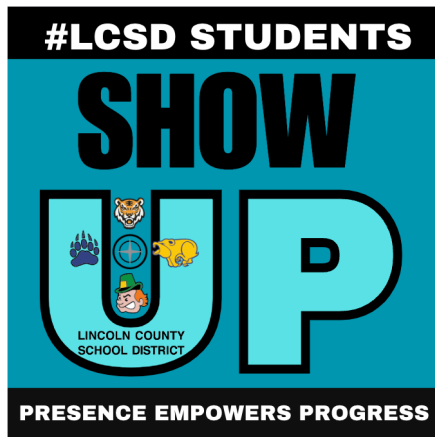
CORE VALUES: Character Development, Sportsmanship, Work Ethic, Pride, Community Involvement
For more information, please refer to the LCSD Athletics and Activities Handbook ([ENG/SPAN](#))

For more information, please refer to LCSD Policy: [IGDJ](#)

ATTENDANCE

Attendance matters for students at all grade levels. Students who attend school regularly are more likely to read at grade level and build a strong foundation that takes them all the way through high school graduation. LCSD aligns our attendance policies and procedures with guidance provided by the Oregon Department of Education and the Every Day Matters campaign. "Chronically absent" means missing 10% or more of the school year (18 days). LCSD aims to have all students attend

school regularly (greater than 90% of school days), because LCSD students SHOW UP!



COMPULSORY ATTENDANCE

Except as provided in Oregon law all children between the ages of 6 and 18 years who have not completed the 12th grade are required to regularly attend a public full-time school during the entire school term. All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

While kindergarten is not compulsory in Oregon, parents are welcome to enroll their children into kindergarten if they turn five before September 1 of the new school year.

Exemptions from compulsory school attendance are detailed in LCSD Policy: [JEA](#) & [JEBA](#)

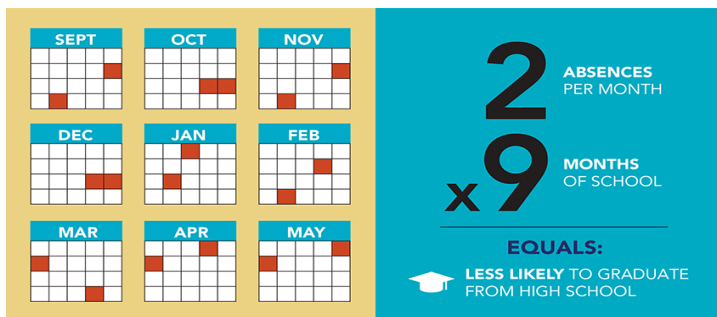
ABSENCES

It is the student's/guardian's responsibility to maintain regular attendance (above 90%) in all assigned classes. All absences, whether excused or unexcused, contribute to a student's attendance rate and affect his/her overall educational success. Parents and guardians are urged to schedule appointments, family vacations, etc. on non-instructional days to minimize student absences.

A student's absence from school or class will be excused under the following circumstances:

1. Illness, including mental and behavioral health of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Field trips and school-approved activities;
6. Medical (dental) appointments
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence. *Please fill out the Pre-Arranged*

Absences form available at your student's school office and in the Family Resources section of the LCSD website.



For questions regarding absences (including scheduled appointments) for athletic eligibility and extra/co-curricular activities, please refer to the LCSD Athletics and Activities Handbook ([ENG/SPAN](#))

For more information, including a complete list of approved reasons for excused absences, please refer to LCSD Policy: [JED](#)

GRADE REDUCTION & CREDIT DENIAL

Regular attendance is valuable in school and work. The district may establish grading policies that permit teachers to consider a student's attendance in determining the student's grade, but student attendance may not be the sole criterion.

A student who has been absent for any reason, excused or unexcused, must be allowed to complete missed work to be made up within a reasonable period of time following the return to school, at a minimum of one day per day absent. Schools must work with students to determine what is reasonable based upon the student needs, academic situation, and amount of make-up work to be completed. Parents/guardians should contact their student's teacher(s) to arrange for the collection of homework assignments for a student who will be absent for several days. Teachers will provide notice to students regarding the consequences for student failure to make up assigned work within a reasonable amount of time as allowed by the teacher. Evaluation of student work received within the allowable time following return to school shall not incur a penalty or grade reduction related to being late. (per [OAR-581-021-0081](#))

For more information, please refer to LCSD Policy: [IKAD](#) & [IKAD-AR](#)

NOTIFICATION OF ABSENCES

Parents/Guardians are asked to contact the school to notify the attendance secretary of the reason for any student absence, regardless of the length of the absence. Pre-Arranged Absence Forms can be found in the Family Resources section of the LCSD website and at any school office.

If a student leaves school during the day, their absence should be communicated directly to the school office by a parent/guardian, this will allow absences to be recorded accurately. A student who becomes ill during the school day should, with the teacher's permission, report to the office.

The office staff will decide whether or not the student should be sent home and will notify the student's parent/guardian, as appropriate.

Schools will notify parents/guardians twice a day (to account for morning and afternoon absences) if their child has an unplanned/unverified absence. The notification may be in person, by telephone, email, text notification or another method.

For more information, please refer to LCSD Policy: [JED](#)

RE-ADMITTANCE AFTER ABSENCES

After an absence, parents/guardians may be asked to provide documentation or an explanation of the reason for the absence. Students who are absent for 10 consecutive days (excused or unexcused) are by OAR withdrawn from school for state accounting purposes. This does not release them from the requirement to attend school. Upon return, these students may be required to re-enroll.

For more information, please refer to LCSD Policy: [JEA-AR](#)

TRUANCY & STATE LAW

School officials will encourage regular student attendance, but compliance with Oregon laws, district, and building policy regarding attendance is the responsibility of the student and his/her parent. School teams will monitor attendance and take actions, up to and including activating truancy procedures when applicable, to encourage improved attendance.

The attendance advisor when notified of a truancy or unexcused absence shall investigate the truancy or nonattendance at school, providing parent/guardians with required education and notification of compulsory education laws.

For more information, please refer to LCSD Policy: [JEA](#) & [JEA-AR](#)

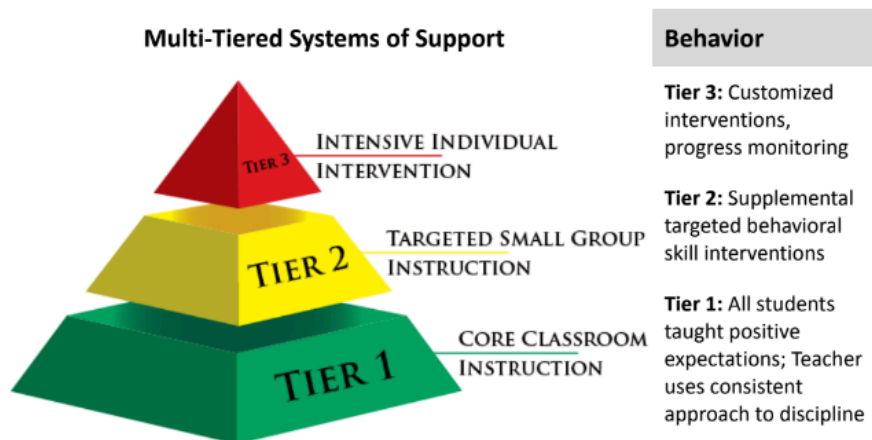
BEHAVIOR & DISCIPLINE

Our behavior management system creates and fosters healthy relationships that enable students to develop self-discipline and accountability necessary to remain in school and to function successfully in their educational and social environments.

In order to support both students and staff, Lincoln County School District utilizes the Positive Behavior Intervention and Support (PBIS) multitiered framework to define, teach and support appropriate student behaviors to create positive school environments. Examples of PBIS actions include:

- 3-5 positively stated school-wide rules (example: Be Safe, Be Respectful, Be Responsible)
- School-wide routines and procedures are established, including visuals for grades K-3
- Students are taught the expected behaviors across all settings, multiple times per year

- Staff regularly provide feedback and positive acknowledgement to students
- Schools develop different levels of response to provide behavioral supports that help students develop skills and maintain relationships



Additionally, LCSD integrates restorative and trauma-informed practices. We believe in empowering all students, every day, to embrace their future as joyful, life-long, resilient, curious, and connected learners. Restorative practices are an essential part of this mission, focusing on building healthy relationships, positive behavior, and fostering a strong sense of community.

For more information, please refer to LCSD Policy: [JG](#) and [JG-AR](#)

CODE OF CONDUCT

Through the PBIS framework, students are explicitly taught expected positive behaviors multiple times during the year, in applicable settings.

Students are subject to discipline for conduct while at school, traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.

The following conduct will constitute grounds for disciplinary action. This list is not intended to contain all conduct that may be grounds for disciplinary action. The policies and procedures listed provide more information on specific behaviors.

- Arson ([JFCM](#), [JFCJ](#), [JFCJ-AR](#), [ECAB](#) & [ECAB-AR](#))
- Bias/Hate Speech (Every Student Belongs- [ACB](#) & [ACB-AR](#), [JFC-AR](#), item e)
- Defiance ([JFC-AR](#), item a)
- Disruption ([JFC-AR](#), item f)
- Dress code violations ([JFCA](#))
- Gang Affiliation ([JFCEA](#))

- Hazing/Harassment, Intimidation, Bullying, Menacing/Cyberbullying, Teen Dating Violence, and Domestic Violence ([JFCF](#), [JFCF-AR\(1\)](#), [JFCF-AR\(2\)](#), [ACB](#), [ACB-AR\(1\)](#) & [ACB-AR\(2\)](#), [JFC-AR](#), item n)
- Inappropriate display of affection/Sexual Harassment ([JBA/GBN](#), [JBA/GBN-AR\(1\)](#), [JBA/GBN-AR\(2\)](#) & [JBA/GBN-AR\(3\)](#))
- Inappropriate language, (obscene, profane, libelous, discriminatory or abusive) gestures or materials ([JFCF](#), [JFCF-AR\(1\)](#) & [JFCF-AR\(2\)](#) & [ACB](#), [ACB-AR\(1\)](#) & [ACB-AR\(2\)](#), [JFC-AR](#), item e)
- Lying/Cheating/Plagiarism ([JFCEB](#) & [JFCEB-AR](#), [JFC-AR](#), item o)
- Physical Aggression/Assault/Fighting ([JFC-AR](#), item n)
- Property Misuse/Damage/Vandalism ([ECAB](#) & [ECAB-AR](#), [JFC-AR](#), item d)
- Technology violation ([JFCEB](#), [JFCEB-AR](#) & [IIBGA](#), [IIBGA-AR](#), [JFC-AR](#), item s)
- Theft ([ECAB](#) & [ECAB-AR](#), [JFC-AR](#), item l)
- Threats ([JFCM](#))
- Use/Possession of Alcohol/Drugs, imitations, or paraphernalia ([JFCG/JFCH/JFCI](#), [JFCH/JFCI-AR](#), [JFC-AR](#), item h)
- Use/Possession of Combustibles, imitations, or paraphernalia ([JFCM](#), [JFCJ](#), [ECAB](#))
- Use/Possession of Tobacco, imitations, or paraphernalia ([JFCG/JFCH/JFCI](#), [JFCG-AR](#), [JFC-AR](#), item g)
- Use/Possession of Weapons ([JFCJ](#) & [JFCJ-AR](#))
- Vehicular rule violations ([JHFD](#))

For complete descriptions of expected behaviors, please see LCSD Policy: [JFC-AR](#) (Student Code of Conduct).

For information regarding student conduct on school buses, see Policy: [EEACC](#) and [EEACC-AR](#)

DISCIPLINARY PROCEDURES

If a student violates the Student Code of Conduct, individual school rules, Board policy, or local, state, or federal law, appropriate disciplinary procedures may be taken, depending upon the student's discipline history, maturity of the student, severity of the infraction, and disability (Board policy [JGDA/JGEA](#) & [JGDA/JGEA-AR](#): Discipline of Students with Disabilities). Examples include, but are not limited to, reteaches/student conferences, in-class consequences, restorative chats/conferences, parent contact/conferences, detention, loss of privileges, law enforcement contact, denial of participation in co-curricular and extracurricular activities, etc. For more information, please refer to LCSD Policy: [JFC-AR](#)

Due Process: Students have the right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights. Students have the right to know the behavior standards expected of them as well as to know the consequences of misbehavior. For more information, please refer to LCSD Policy: [JF/JFA](#)

Suspension: Suspension temporarily denies the student attendance at school or school activities in any district school. The principal or designee shall have the authority to suspend a student for up to 10 days. In special circumstances a suspension may be continued until some specific pending action occurs, such as a physical or mental examination, drug assessment, completion of expulsion proceedings or incarceration by court action. For more information, please refer to LCSD Policy: [JFC-AR](#) and [JGD-AR](#)

Expulsion: Expulsion denies the student attendance at school and school activities in any district school. Expulsion may be for any length of time up to one calendar year. The district may deny enrollment to a student who has been expelled by another district. The district shall deny enrollment to a student who has been expelled from another district because of firearm or dangerous weapons possession. For more information, please refer to LCSD Policy: [JFC-AR](#) and JGE-AR

Discipline of Students with Disabilities: When considering student disciplinary procedures that may result in removal of the student, the district follows all special education and 504 plan procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) if:

- The student is receiving individualized education program (IEP) services;
- The student has not yet been identified as a student with a disability but the district had knowledge that the student had a disability and needed special education.

For more information, please refer to LCSD Policy: [JGDA/JGEA](#) & [JGDA/JGEA-AR](#)

Use of Physical Force/Corporal Punishment: No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under his/her supervision or control. A staff member is authorized to employ physical force when, in his/her professional judgment, the physical force is necessary to prevent a student from harming themselves, others or doing harm to district property. Physical force shall not be used to discipline or punish a student.

For more information, please refer to LCSD Policy [JGA](#)

HARASSMENT/BULLYING, SEXUAL HARASSMENT & BIAS/HATE SPEECH

Hazing, harassment (including sexual harassment), intimidation, menacing or bullying and acts of cyberbullying by students, staff, or third parties towards students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Students whose behavior is found to be in violation of this policy will be subject to development appropriate consequences, restorative consequence/sanctions and appropriate remedial action as determined by the school administrator, which may include discipline, up to and including expulsion.

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, staff members or third parties who have knowledge of conduct in violation of this policy or feels they are a victim of harassment must immediately report their concerns to the principal, compliance officer or superintendent, who has overall responsibility for all investigations. Students may also report concerns to a teacher, counselor, service coordinator or school nurse, who will promptly notify the appropriate district official.

For more information, please see the following LCSD Policies and Administrative Regulations:

- [JFCE](#), [JFCF-AR\(1\)](#) & [JFCF-AR\(2\)](#): Hazing/Harassment, Intimidation, Bullying, Menacing/Cyberbullying, Teen Dating Violence, and Domestic Violence – Student

- [JBA/GBN](#), [JBA/GBN-AR\(1\)](#), [JBA/GBN-AR\(2\)](#) & [JBA/GBN-AR\(3\)](#): Sexual Harassment
- [JB](#): Equal Educational Opportunity
- [ACB](#), [ACB-AR\(1\)](#) & [ACB-AR\(2\)](#): Every Student Belongs

For more disciplinary information contact the Special Programs Department:

Natalia Aguilar

Special Program Administrator

Phone: 541-265-4440

natalia.aguilar@lincoln.k12.or.us

Reports and complaints of sexual harassment should be made to the Title IX Coordinator:

Tiana DeVries

Human Resources Director, Title IX Coordinator

Phone: 541-265-4436

tiana.devries@lincoln.k12.or.us

DISTRIBUTION OF MATERIALS

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home shall be submitted to the school administration. Materials and the proposed method of distribution shall be subject to review.

Materials shall be reviewed based on legitimate educational concerns. Such concerns include: the material is or may be defamatory; the material is inappropriate based on the age, grade level and/or maturity of the reading audience; the material is poorly written, inadequately researched, biased or prejudiced; the material contains information that is not factual; the material is not free of racial, ethnic, religious or sexual bias; or the material contains advertising that violates public school laws, rules and/or policy, is deemed inappropriate for students or that the public might reasonably perceive to bear the sanction or approval of the district.

For more information, please refer to LCSD Policy: [KJA](#)

DRILLS FIRE, EVACUATION, SAFETY & OTHER

All schools are required to instruct and drill students on emergency procedures so that students may respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a coastal zone and safety threats.

For more information, please refer to LCSD Policy: [EBCB](#)

EMERGENCY SCHOOL CLOSURES

The Board authorizes the superintendent or designee to close schools or other facilities, or to cancel or postpone activities, in the event of hazardous weather or other emergencies which present threats to the safety of students, school staff members or school property.

Lincoln County School District will communicate with the public of all delayed openings, closures, early dismissals, or cancellation of activities.

For more information, please refer to LCSD Policy: [EBCD](#)

FIELD TRIPS

The Board recognizes that first-hand experiences are an effective and worthwhile means of learning. In planning and authorizing field trips, primary consideration shall be given to the educational values derived and the safety and welfare of students involved. Active consideration should also be given to equitable access for all students and a realistic cost/benefit ratio given limited funds of the district and the communities to support these trips. Within these contexts, it is the desire of the Board to facilitate field trips as an integral part of each school's educational and activities program.

All field trips will require individual parent/guardian permission forms which will be sent home with specific information about the trip, including the mode of transportation. Specific authorization must be received from the parent/guardian and be in the possession of the school before a student may participate in the field trip. Blanket permission can be given for recurring field trips.

For more information, please refer to LCSD Policy: [IICA](#), [IICA-AR\(1\)](#) & [IICA-AR\(2\)](#)

GRIEVANCES

If your complaint addresses one or more of the issues identified below, you may use the complaint process available in any of the following policies and administrative regulations (AR):

- Discrimination or harassment on any basis protected by law: Board policy [AC](#), [AC-AR](#);
- Bias incidents or display of symbols of hate: Board policy [ACB](#), [ACB-AR\(1\)](#), [ACB-AR\(2\)](#);
- Sexual harassment (staff): Board policy [GBN/JBA](#), [GBN/JBA-AR\(1\)](#), [GBN/JBA-AR\(2\)](#);
- Sexual harassment (student): Board policy [JBA/GBN](#), [JBA/GBN-AR\(1\)](#), [JBA/GBN-AR\(2\)](#);
- Workplace harassment: [GBEA](#), [GBEA-AR](#);
- Hazing, harassment, intimidation, bullying, menacing or cyberbullying (staff): Board policy [GBNA](#), [GBNA-AR](#);
- Hazing, harassment, intimidation, bullying, menacing, cyberbullying, teen dating violence or domestic violence (student): Board policy [JFCF](#), [JFCF-AR](#);
- Sexual conduct with a student (staff): Board policy [GBNAA/JHFF](#), [GBNAA/JHFF-AR](#);
- Sexual conduct with a student (student): Board policy [JHFF/GBNAA](#), [JHFF/GBNAA-AR](#); Public Complaints – [KL](#), [KL-AR\(1\)](#) & [KL-AR\(2\)](#)
- Instructional resources or instructional materials: Board policy [IIA](#), [IIA-AR](#);

- Complaints regarding the Talented and Gifted Program (TAG): Board policy [IGBBA](#), [IGBBA-AR](#).

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

A complaint of retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be reported to the administrator. Complaints against the principal may be filed with the superintendent. Complaints against the superintendent should be referred to the Board chair on behalf of the Board. Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.

Tiana DeVries, Human Resources Director, is designated as the Title IX coordinator and can be contacted at 541-265-4436. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to policy [GBN/JBA](#).

For more information, please refer to LCSD Policy: [KL](#), [KL-AR\(1\)](#) & [KL-AR\(2\)](#)

HEALTH

Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with evidence-based health practices. The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

Related Policies:

- Prescription Medications Policy: [JHCD](#) & [JHCD-AR](#)
- Nonprescription Medication Policy: [JHCD](#)
- Medications Policy: [JHCD](#) & [JHCD-AR](#)

For more information, please refer to LCSD Policy: [JHC](#)

COMMUNICABLE DISEASES

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the Communicable Disease Guidance published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

When an administrator has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, the administrator will consult

with the school nurse and shall exclude the student from school. If the disease is a reportable disease, the school nurse will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

For more information, please refer to LCSD Policy: [JHCC](#) & [JHCC-AR](#)

FIRST AID

In cases of sudden illness or injury to a student or staff member, first aid will be given by school staff. Further medical attention to students is the parents' responsibility, or of someone the parents designate in case of emergency. Each principal is charged with providing for the immediate care of ill or injured persons within his/her area of responsibility. Staff members shall report self-administered first-aid treatment to an immediate supervisor.

For more information, please refer to LCSD Policy: [EBBA](#)

PROGRAMS

ALTERNATIVE EDUCATION PROGRAMS

Alternative education programs implemented by the district are to maintain learning options that are flexible with regard to environment, time, structure and pedagogy.

The superintendent or designee will develop alternative education program options in compliance with Oregon Administrative Rules and Oregon Revised Statutes:

- For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems;
- For students who have not met or who have exceeded all of Oregon's academic content standards;
- When necessary to meet a student's educational needs and interests;
- To assist students in achieving district and state academic content standards;
- When a public or private alternative education program is not readily available or accessible.

For more information, please refer to LCSD Policy: [IGBHA](#) & [IGBHB](#)

MULTILINGUAL STUDENTS

Lincoln County School District (LCSD) acknowledges multilingualism and bilingualism as invaluable assets that enrich our classrooms and communities (see [LCSD Guiding Principles for Multilingual Learners and their Families](#)).

Language Access for Families

LCSD is committed to ensuring that all families have access to important school information in a language they can understand. To the greatest extent possible, we provide translation and interpretation services for school communications, including notices, report cards, parent-teacher conferences, and other essential information. Families may request language assistance at any time by contacting the main office at their school. Interpretation and translation services are provided at no cost.

Support for Multilingual Students

Students who have a primary home language other than English may be screened to determine if they qualify for language assistance services. If a student qualifies, they will receive language supports at their level to ensure they can fully access academic content. These services are designed to help students develop their English proficiency while engaging in grade-level learning. Language assistance is provided in accordance with state and federal guidelines, and families will be informed of their student's eligibility and progress.

For more information or questions about language assistance services, please contact the English Language Development Department at your student's school.

For more information, please refer to LCSD Policy: [IGBI](#)

SCHOOL COUNSELING PROGRAM

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in grades K-12, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;

9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know here and how to utilize personal skills in making contributions to the community.

For more information, please refer to LCSD Policy: [IJ](#) & [IJ-AR](#)

EXPANDED OPTIONS PROGRAMS

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

For more information, please refer to LCSD Policy: [IGBHE](#) & [IGBHE-AR](#)

HOMELESS STUDENTS

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. Transportation will be provided in accordance with law.

A homeless student will be admitted, in accordance with the student's best interest, to the student's school of origin or enroll the student in a district school in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student. If a dispute arises over school selection, enrollment, or eligibility the student shall be admitted to the school requested pending resolution of the dispute. The parent or guardian of the student shall be provided with a written explanation of the district's decision regarding school selection including the rights of the parent, guardian, or student to appeal the decision through the McKinney-Vento act dispute resolution and appeal process.

Each homeless student shall be provided with services comparable to services offered to other students, including the following:

- Transportation services; Homeless Students** - [JECBD-AR](#)
- Education services for which the student is eligible, such as:
 - Title I-A;
 - Special education;
 - Programs for English Learners;
 - Career and technical education;
 - Talented and gifted programs.
 - School nutrition programs.

The HELP (Homeless Education and Literacy Project) program serves students and families who are living in temporary housing, inadequate housing, or living without a parent or guardian. This includes students who qualify for services under the McKinney-Vento Act as well as students who are involved with the Foster Care system. A liaison for students in homeless situations will be designated by the district to carry out duties as required by law. The district liaison shall coordinate the provision of services to homeless students with local social service agencies, and other agencies or programs providing services to homeless students and their families.

For further information or referral to the HELP Program or other supports of the McKinney-Vento program, please contact:

Gretchen Graxling

Service Coordinator, McKinney-Vento Liason/Foster Care Point of Contact

541-819-4547

gretchen.braxling@lincoln.k12.or.us

For more information, please refer to LCSD Policy: [JECBD](#) & [JECBD-AR](#)

ONLINE LEARNING

For information about online learning options, please contact your student's school directly. They will be able to provide the most accurate list of online learning options dependant on your student's needs and age/grade level.

For more information, please also see Alternative Instructional Programs and refer to LCSD Policy: [IHGA](#)

STUDENTS WITH DISABILITIES

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services (EI/ECSE). For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100.

Related Policies:

- Students with Disabilities – Child Identification Procedures Policy: [IGBA](#) & [IGBA-AR](#)
- Educational Records for Students with Disabilities Policy: [IGBAB/JO](#) & [IGBAB/JO-AR](#)
- Participation in Regular Education Programs Policy: [IGBAE](#) & [IGBAE-AR](#)
- Procedural Safeguards Policy: [IGBAG](#) & [IGBAG-AR](#)
- Evaluation Procedures Policy: [IGBAH](#) & [IGBAH-AR](#)
- Free Appropriate Public Education (FAPE) Policy: [IGBAJ](#) & [IGBAJ-AR](#)

TALENTED AND GIFTED

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent to establish a written identification process. This process of identification shall include as a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

For more information, please refer to LCSD Policy: [IGBB](#) & [IGBBA](#)

REGISTRATION

STUDENT FEES, FINES AND CHARGES

The Board recognizes the need for student fees to fund certain school activities, which are not sufficiently funded by the district. No student will be denied an education because of his/her inability to pay supplementary fees. No student, however, is exempt from charges for lost or damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in the student/parent handbook, or in some other written form, and distributed to each student. Students will be advised of the due dates for such fees and charges as well as of possible penalties for failure to pay them.

Information and notices regarding student fines, fees and charges may also be listed in detail in our registration materials.

The criteria listed below shall be used in developing budget needs for programs and activities and the fees where a maximum has not been set:

1. Schools will comply with adopted statutes, specifically Oregon Revised Statute (ORS) 339.141 and ORS 337.150
2. Schools will treat all students fairly and equally, complying with District equity policies.
3. All schools will follow this standard set of procedures for assessing student fees.
4. No fees shall be charged for required and elective courses for which grades and/or credit is earned, even if supplies may eventually become the property of the student.
 - a. Students wishing maximum freedom of creativity, self-expression and personal choice may choose to select and purchase/provide their own supplies.
 - b. Interested students who do not purchase their own supplies should enroll in these courses anyway. Supplies will be made available for them by the school to complete the course requirements.
5. No fee will be charged for required field trips.
6. No fees shall be charged for textbooks that are required in the regular full-time day program.
7. Fee schedules show the maximum fee that may be charged for the specified item/activity. Based on the activity budget and needs of a school, these fees may vary in amount but may not exceed the maximum fee.
8. Towel fees are assessed with the purpose of purchasing locker room towels, operating a washer/dryer on site, and to set aside funds for future replacement of washer/dryers. This fee can only be collected if the school makes towels available to students.
9. Yearbook/Annual fees are assessed on the basis of actual cost to produce an Annual. A budget is prepared which allows for operating costs and future replacement of equipment used in Yearbook/Annual preparation.
10. Lock/hasp and locker fees are assessed to repair and replace equipment.
11. Physical education uniform fees may be charged if the student chooses not to provide his/her own uniform and one is required. Uniforms that could damage or injure property or other students are not permitted.
12. Student Body Activity Card fees are assessed to fund student activities within the school and may not be required for participation in any school activity.
13. A family that believes that payment of school fees/fines creates a severe hardship may request to waive the payment of fees or apply for available "scholarships" when eligible.

Fee Schedule (maximum fee unless otherwise noted)		
Item	Middle School	High School
Admission - Athletic Events Fees may be higher for some events if required by the OSAA/league		
Adults Includes District Staff if not working the event.	N/A	\$10.00
Senior Citizens (Age 60+)	N/A	\$5.00
Resident with Student Body Card	N/A	Free
Nonresident Students		
Age 11+	N/A	\$5.00
Age 6-11	N/A	\$5.00
Age 5 and under	N/A	Free
District Staff if Supervising	N/A	Free
Admission - Non Athletic Events	\$30.00	\$30.00
Athletic Participation <i>First sport per season</i>	\$50.00	\$75.00
Athletic Participation <i>Additional sport per season</i> <i>\$500 Annual Family Maximum</i>	\$120	\$160
Career/Technical Ed (CTE) Class Fee	\$5.00	\$5.00
Lock Fee	Actual Cost	Actual Cost
Locker Fee	\$5.00	\$5.00
Physical Education (PE) Uniforms	Actual Cost	Actual Cost
Planners (Fee only if not required)	Building Sets Amount	Building Sets Amount
School Supplies (Optional)	\$30	\$30
Student Body Activity Card	\$10.00	\$15.00
Towel Fee	\$5.00	\$5.00
Yearbook or Annual	Building Sets Amount	Building Sets Amount

Equipment & Textbook Damage Fines Schedule		
Item	Damage	Fee
Chromebook	Total loss Bent frame Missing or removed parts (not keyboard keys)	\$300
Chromebook	Not recovered after withdrawal	\$300
Chromebook	Multiple parts destroyed	\$300
Chromebook	Broken screen Cracked LCD	\$50
Chromebook	Keyboard Removed Keys	\$50
Chromebook	Lost/Stolen	\$300
Charging Cord	Lost Charger Broken Charger	\$35
iPad (9th gen)	Any Damage	\$300
Mobile Charging Brick	Lost/Stolen Damaged	\$50
Textbook	Writing/Marking Page	\$1 per page up to replacement cost
Textbook	Damaged Spine	\$15 if repairable
Textbook	Missing Pages	Replacement Cost
Textbook	Lost Book	Replacement Cost
Textbook	Damaged beyond repair	Replacement Cost

For more information, please refer to LCSD Policy: [JN](#)

TRANSFER POLICY

Interdistrict Transfers

The following procedure will govern consideration of a request by a student who resides within district boundaries and who is requesting district approval for a transfer to attend school in another district:

1. A parent will request the release of their student by completing the appropriate district form;
2. The completed form must be submitted to the district office;

3. The Board chair, superintendent or designee will grant or deny the request for release according to established Board policy criteria and notify the parent in writing of the decision within 15 calendar days;
4. If the release is granted by mutual consent of the resident and nonresident districts, the resident district will make necessary arrangements for the transfer of the student's education records;
5. The superintendent's decision is final.

For more information, please refer to LCSD Policy: [JECF](#) & [JECF-AR](#)

Intradistrict Transfers (Variances)

Students are assigned to the school in the attendance area in which they reside. A parent may request a transfer (variance) to a school outside of their child's assigned school.

Variances will only be approved during the following times of year:

- Upon the student's initial enrollment in the district;
- At the beginning of each school year (until the first Monday after the start of school each year);
- At the start of the second semester (mid-year, dates vary depending on the school calendar), and;
- When a student's legal residence changes during the school year yet remains within the district's boundary. Students may be allowed to complete the rest of the school year at the school they are currently attending. (Students will need to complete the variance process at the start of the next school year.)

When granting a variance request the school principal or their designee will consider:

1. The effect on either school involved in terms of space, programs or support facilities;
2. Any special need a student or family may have that would keep the student from being successful in his/her assigned school; and
3. Behavior, attendance and academic performance/grades criteria.

When a variance is granted, it will stay in effect through the highest grade level of the receiving school. The variance may be revoked for the following reasons:

1. The population of the school exceeds the building's capacity, either by space or staffing;
2. The student has inappropriate behavior;
3. The student has poor attendance;
4. The student has poor academic performance;
5. Consistent failure to comply with transportation requirements.

For more information, please refer to LCSD Policy: [JECC](#) & [JECC-AR](#)

STUDENT RIGHTS & RESPONSIBILITIES

The Board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. In connection with these rights are responsibilities that must be assumed by students.

Among these student rights and responsibilities are the following:

- Civil rights — including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;
- The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
- The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;
- The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights;
- The right to privacy, which includes privacy with respect to the student’s education records.

For more information, please refer to LCSD Policy: [JF/JFA](#)

For more information on parental rights, please refer to LCSD Policy: [KAB](#) & [KAB-AR](#)

ASSEMBLY OF STUDENTS

Students in the district shall have an opportunity to meet during school hours on school property, provided such meetings do not disrupt the orderly operation of the school or violate the rights of other students or staff. Students shall request permission of the principal or designee for organized and/or scheduled meetings prior to the meeting and if approved, the time, place, and supervision shall be designated.

STUDENT DRESS CODE

Dress Code Philosophy:

Lincoln County School District’s student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our Values:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal “distractions” without regulating individual students’ clothing/self-expression.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.

- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.
- Consistent expectations for the dress code and equitable enforcement of the dress code.

Dress Code Goals:

- Maintain a safe learning environment in classes where protective or supportive clothing/footwear is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), PE (athletic attire/shoes), or CTE (close toed shoes, hair net, etc.).
- Allow students to wear clothing of their choice that is comfortable and within the requirements of the dress code.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs, or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing gang-affiliated clothing or paraphernalia.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

For more information, please refer to LCSD Policy: [JFCA](#) & [JFCA-AR](#)

ELECTRONIC DEVICES (PERSONAL)

Student possession or use of personal electronic devices on district property, in district facilities during the school day is prohibited. Students will make sure any personal electronic devices are not seen or heard during instructional hours and stored away following school-specific rules.

Student possession or use of personal electronic devices on district property, in district facilities while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in district policy and consistent with any additional school rules established by the principal.

The district will not be liable for loss, theft or damage to personal electronic devices brought to district property or school-sponsored events.

A “personal electronic device (PED)” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data. These may include, but are not limited to, personal devices such as cellphones, smart watches, iPods, MP3 players, headphones, and gaming devices.

Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules. Students shall comply with any additional school rules as established by the building principal and classroom rules concerning the appropriate use of personal electronic

devices. Personal electronic devices used in violation of law, Board policy, administrative regulation or approved school rules will be confiscated, turned into school administration or their designee, and released to the student, parent or property owner, as appropriate.

If parents wish to contact a student during the school day, they should call the school office. Thank you for minimizing distractions in the classroom.

For more information and a complete list of guidelines, please refer to LCSD Policy: [JFCEB](#) & [JFCEB-AR](#)

ELECTRONIC DEVICES (SCHOOL)

Lincoln County School District provides an electronic communication system for the advancement and promotion of learning and teaching. LCSD students will:

- Receive education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites and in chat rooms;
- Complete and sign an agreement (LCSD Responsible Technology Use Student Contract-[Elementary/Secondary](#)) to abide by the district's electronic communications policy and administrative regulations;
- Follow the Student Code of Conduct, including but not limited to:
 - Not damage school property
 - Not intimidate, threaten, bully, fight, harass, roughhouse, haze, engage in horseplay or injure any student or staff member
 - Not engage in various forms of cheating or academic dishonesty
- Be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges for violations of policy.

For more information, please refer to LCSD Policy: [IIBGA](#), [IIBGA-AR](#) & [JFC-AR](#)

FREEDOM OF EXPRESSION

Students have a general right to freedom of expression within the school system. The district requires, however, that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process. These rights include Freedom of Student Inquiry and Expression, Freedom of Association, and Student Publications, Displays and Productions.

For more information, please refer to LCSD Policy: [IB](#)

STUDENT SEARCHES

District officials may search a student's person and property, including property assigned by the district for the student's use. Such searches may be conducted at any time on district property or when the student is under the jurisdiction of the district at school-sponsored activities.

All student searches conducted by the district shall be subject to the following requirements:

- The district official shall have individualized, “reasonable suspicion” based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school;
 - “Past experience” and “credible information from another person” may provide a district official with “reasonable suspicion”
- The search shall be “reasonable in scope.” That is, the measures used are reasonably related to the objectives of the search, the unique features of the official’s responsibilities, and the area(s) which could contain the item(s) sought and not excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction.

Routine inspections of district property assigned to students (including lockers, desks, and other storage areas) may be conducted at any time. Students have no expectation of privacy regarding these items/areas.

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

Student Vehicles

Student vehicles may be parked on district property on the condition that the student and his/her parent(s) allow the vehicle and its contents, upon reasonable suspicion/risk of immediate serious harm, to be examined. If a student or parent(s) refuses to allow access to a vehicle when requested under the circumstances described above, the student’s privilege of bringing a vehicle onto district property will be terminated. Law enforcement officials may be notified.

For more information, please refer to LCSD Policy: [JFG](#) & [JFG-AR\(1\)](#)

USE OF RESTRAINT OR SECLUSION

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors, or volunteers of the district. Restraint may be imposed on a student in the district only under the following circumstances:

- The student’s behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
- Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

- The student’s behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
- Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, or volunteer, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

For more information, please refer to LCSD Policy: [JGAB](#) & [JGAB-AR\(1\)](#)

TRANSPORTATION

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district, transporting from one school or facility to another and school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin as required by the Every Student Succeeds Act (ESSA). Services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Superintendent.

For more information, please refer to LCSD Policy: [EEA](#)

BUS SAFETY PROGRAM

Instruction in school bus safety and emergency evacuation procedures and behavioral expectations is provided yearly for all students. This instruction includes:

- Safe school bus riding procedures, including but not limited to loading, unloading, crossing etc;
- Use of emergency exits and evacuation of the school bus in case of emergency, including participation in actual evacuation drills;
- Instruction on the bus behavioral expectations.

For more information, please refer to LCSD Policy: [EEAC](#)

BUS SCHEDULES AND ROUTES

Actual bus stops and routes will be determined in cooperation with the transportation provider and will be based upon efficiency, safety, Board policy and applicable state and federal laws and rules. The determination of safe roads for school bus travel will be made in cooperation with the transportation provider. Bus schedules and routes will be published at registration and updated as needed throughout the year.

For more information, please refer to LCSD Policy: [EEAB](#)

STUDENT CONDUCT & DISCIPLINE ON BUSES

While riding the school bus, a student's conduct will be subject to all LCSD policies and rules, including the Student Code of Conduct (See Board Policy [JFC-AR](#)) and Student Conduct on School Buses (See Board Policy [EEACC](#)). Expectations for student conduct on school buses will be posted in a conspicuous place in all buses.

Penalties and disciplinary procedures for violations of bus expectations are included in the Student Code of Conduct (See Board Policy [JFC-AR](#)) and may also include suspension and/or expulsion from district-approved transportation services. "Suspension" means any disciplinary removal, other than expulsion, for up to 10 school days. "Expulsion" means any disciplinary removal beyond 10 school days up to one calendar year.

For more information, please refer to LCSD Policy: [EEACC-AR](#)

VIDEO CAMERAS ON TRANSPORTATION VEHICLES

Video cameras may be used on district transportation vehicles transporting students to and from curricular and extracurricular activities. The district will comply with provisions of state and federal law regarding education record requirements including the Family Educational Rights and Privacy Act and the Individuals with Disabilities Education Act as applicable to the district's use of video recordings.

For more information, please refer to LCSD Policy: [EEACCA](#) & [EEACCA-AR](#)

STUDENT VEHICLE USE & SCHOOL PARKING LOTS

All students who drive vehicles to school are subject to parking and driving rules developed by the principal. The district may require all students parking vehicles on district property on a regular basis to show evidence that the student driving the vehicle holds a valid driver's license, the vehicle is currently registered and that the student driving is insured. Student Vehicle Use/Parking Contracts may be required to be completed by school administrators outlining school specific parking and driving rules and expectations. Student vehicles parked on district property may be subject to searches (See Board Policy [JFG-AR](#)).

Parking privileges, including driving on district property, may be revoked by the principal for violations of Board policies, administrative regulations or school rules. In accordance to school specific rules, students may be required to complete a building parking form and/or be assigned a parking spot.

Except in unusual circumstances, when transportation to an event is provided by the district, student participants shall not be transported in any other manner. If unusual circumstances do exist: Patrons and staff members may use their privately-owned vehicles to transport students to a school-sponsored event when the principal has given written permission prior to the event and all precautions have been addressed.

Students may, at times, be permitted to transport themselves in their private vehicles to co-curricular activities when the principal has given permission prior to the co-curricular activity. Participation in the co-curricular activity is voluntary and Lincoln County School District is not always directly supervising, controlling, providing the student's transportation. All applicable precautions

must be addressed. Students may only provide transportation for themselves (no passengers) to any co-curricular activity within the school day. The Co-Curricular Permission Form and the Co-Curricular Activity List must be used as parent/guardian notification of co-curricular activities.

For more information, please refer to the following policies:

- a. [JFC-AR](#): Student Code of Conduct
- b. [JHFD](#): Student Vehicle Use
- c. [JFG](#) & [JFG-AR](#): Student Searches
- d. [EEAE](#) & [EEAE-AR\(1\)](#): Student Transportation in Private Owned Vehicles

VISITORS

The Board encourages parents and other district citizens to visit the school and classrooms to observe the work of students, teachers and other employees. Such visitations should be prearranged. To ensure that no unauthorized persons enter a school, all visitors will report to the school office when entering and will receive authorization to visit elsewhere in the building.

Any unauthorized person on school property will be reported to the principal or superintendent. The person may be asked to leave. Law enforcement may be called if the situation warrants such measures.

For more information, please refer to LCSD Policy: [KK](#) & [KK-AR](#)

VOLUNTEERS

Lincoln County School District is blessed with an abundance of volunteers who bring their enthusiasm, great ideas, and expertise into our schools each day. Parents, grandparents, and community volunteers have long been important figures in our schools. Sharing their time and talents with students. Lending a helping hand to teachers and school staff. Our volunteers help in countless ways!

To volunteer in our schools, you must fill out an online application, pass a criminal background check, and successfully complete the online [SafeSchools](#) training course.

Visit or call your neighborhood school today to find out how you can become a valuable member of the LCSD Volunteer Team!

For more information, please refer to LCSD Policy: [IICC](#), [IICC-AR](#) or [District Website](#)

- b. Business Services
 - 1. Budget Committee Appointment - Zone 5. BG-3
- c. Facilities & Maintenance/Transportation/Food Services/Technology
 - 1. Exterior Painting Oceanlake, Newport Middle, and Crestview Heights.
BG-3

**LINCOLN COUNTY SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA**

April 14, 2026

TOPIC: Exterior Painting Oceanlake, Newport Middle, and Crestview Heights

PREPARED BY: Annette Brooks-Flatt

WILL BE PRESENTED BY: Rich Belloni

TYPE OF ITEM: Consent Information Discussion Decision

DESCRIPTION OF AGENDA ITEM:

Lincoln County School District requested proposals to paint exterior of 3 schools, Oceanlake, Newport Middle, and Crestview Heights.

Oceanlake, we had 9 proposals returned. McKillip Drywall was the lowest bidder at \$68,455

Newport Middle, we had 7 proposals returned. McKillip Drywall was the lowest bidder at \$71,500

Crestview Heights, we had 7 proposals returned. McKillip Drywall was the lowest bidder at \$102,640

Facilities Director asks the LCSD School Board to approve exterior painting proposals to McKillip Drywall

SUPERINTENDENT'S RECOMMENDATION:

ADDITIONAL MATERIAL Attached: Yes No Available: Yes No

Paint Proposal

Oceanlake

Mckillip Drywall	\$68,455
Knottworks	\$81,176
Finish Right	\$97,000
Third Generation	\$97,500
Legacy Construction	\$114,384
Williamsen & Bleid	\$118,475
Paint the World	\$122,800
Koch Excavation	\$274,300

Newport Middle

Mckillip Drywall	\$71,500
Legacy Construction	\$83,500.50
Williamsen & Bleid	\$98,975
Paint the World	\$116,000
Koch Excavation	\$121,200
Third Generation	\$97,500

Crestview Heights

Mckillip Drywall	\$102,640
Third Generation	\$105,000
Paint the World	\$145,000
Williamsen & Bleid	\$154,925
Legacy Construction	\$185,419.50
Koch Excavation	\$398,400

2. Network Upgrade Equipment (E-Rate). BG-3
- d. Board
1. Siletz Valley Charter School Agreement Discussion and Decision. BG-4

A photograph of a field at sunset. The sun is low on the horizon, creating a warm, golden glow. In the foreground, a single yellow leaf lies on the grass. 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

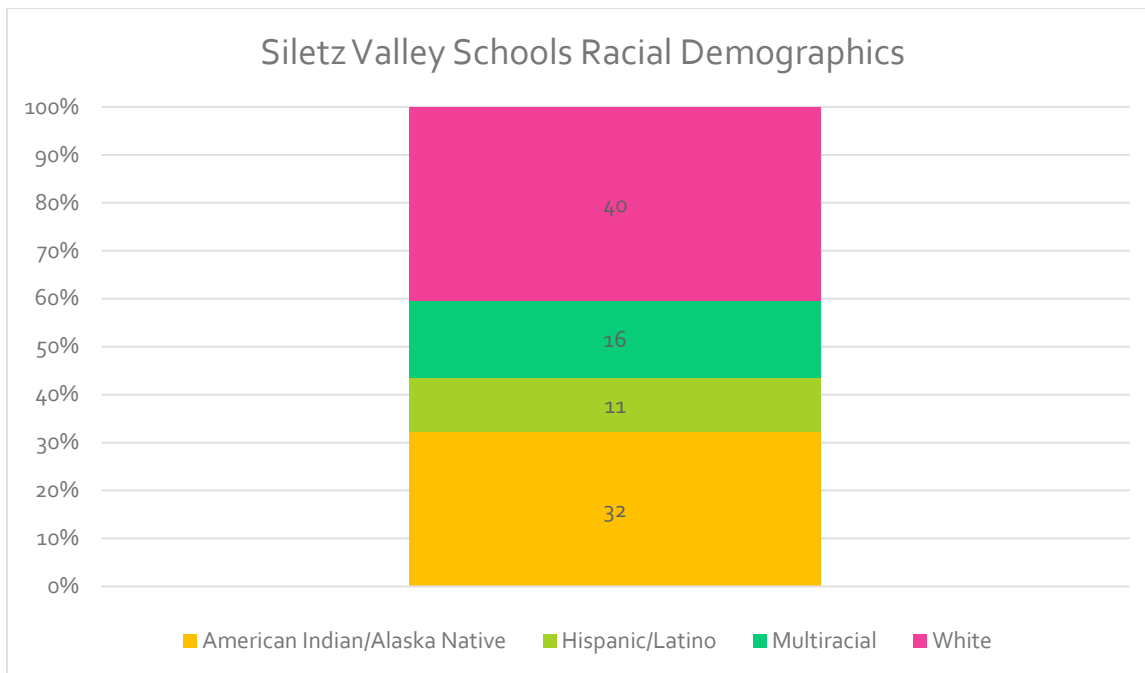
SILETZ VALLEY SCHOOLS EVALUATION

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

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
THE SCHOOL IS FINANCIALLY STABLE OVER TIME.	9E: Is the school meeting financial reporting and compliance requirements?	<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>
	9F: Is the school following Generally Accepted Accounting Principles (GAAP)?	<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;">218</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
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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>

	<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>
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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.
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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



10/11/23 Visk SRS
12/13/23 Meet w/ Casey Jackson and filled this out

Grand Letter
Casey

Not sure what kind of plan - Kids who need to be served. Might need a PE period or

Siletz Audit Review 10/31/23

Concern/Question	Progress	Date/Person Responsible
The school stated that an ELL plan was not applicable; all schools should have an ELL plan ready in case a student enrolls whole qualifies for services. p. 2	Currently have no ELL Endorsed staff, reached out to Toledo about contracting with their teacher (Not an option) Reached out to Eddyville, they have a non endorsed teacher teaching ELL. I need to ask District if they have other options for us to contract out for services.	Casey
Certain teacher licensures are out of compliance with TSPC. p. 2	All teachers current on TSPC Licensure	
Who are the teachers of record for Edmentum? p. 2	Depending on the subject, there are: Brian Arnold, Kent Rilatos and Corey Cimock	Casey sent this assignment
Bylaws need to be updated, and the school is actively working on this process as part of this review. p. 2	All Bylaws are ready for board approval	*Will email
Facility concerns: <ul style="list-style-type: none"> Boys' bathroom does not have stall doors No working water fountains Buckets used to catch water when it rains (roof) p. 3 	*Boys currently have stall doors *We provide bottled water for all of our students and staff in each classroom *As of now, our roof has been replaced and I don't know of any buckets (I would need to double check with Maintenance on this)	Water is safe in stalled in stadium
Deliverables and required reporting (federal, grant, and district programs) has been untimely. p. 4	All of our deliverables are current and have been submitted (this is from past administration and was settled with our OSBA oversight as of last year)	
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 School. p. 4	I have submitted our SIP. I will include it with the Email. It should be uploaded onto the website. Joanna can do this	

12/30/23 School
1/3/24
October I
Tina
BU

chart w/ things
Casey sent
percent
enroll
include
copy
updated?
Water fountains

not done yet

All support of school

Attendance

<p>DNM: 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.</p>	<p>We had no TAPP person Last year, but have been working with our new TAPP coordinator and attendance team for this.</p>	<p><i>Has been in</i></p>
<p>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.</p>	<p>This update is included in our Improvement Plan</p>	
<p>DNM: Ensure that financial reporting is timely. Long-term financial health indicators should be examined.</p>	<p>All financials are current.</p>	

School Visit

3 messages

Tolan, Majalise <majalise.tolan@lincoln.k12.or.us>

Thu, Sep 28, 2023 at 4:48 AM

To: Casey Jackson <cjackson@siletzvalleyschools.org>, Kent Rilatos <krilatos@siletzvalleyschools.org>, Eddie Symington <eddie.symington@lincoln.k12.or.us>

Good morning!

I am hoping to schedule a visit out to SVC in the near future. I cc'd Eddie on this email to schedule the time. Casey, I realize you are probably still out on leave (I hope that is going well!).

I look forward to seeing you and SVC.

Majalise

--

Dr. Majalise Tolan
Pronouns: she/her/hers
Superintendent, Lincoln County School District
541-265-4401

Kent Rilatos <krilatos@siletzvalleyschools.org>

Thu, Sep 28, 2023 at 7:51 AM

To: "Tolan, Majalise" <majalise.tolan@lincoln.k12.or.us>

Cc: Casey Jackson <cjackson@siletzvalleyschools.org>, Eddie Symington <eddie.symington@lincoln.k12.or.us>

Good morning,

Casey is scheduled to come back next week. We will love to have you come out and visit our awesome school. Our lunch is in three shifts k-5 from 11:00 to 11:40, Middle is from 11:40 to 12:10 and High school is from 12:10 to 12:40.

[Quoted text hidden]

--

Kent RT Rilatos
Vice Principal/ Athletic Director
Siletz High School
The only time you start on top is when you dig a hole- Sam Chand

Casey Jackson <cjackson@siletzvalleyschools.org>

Thu, Sep 28, 2023 at 1:05 PM

To: "Tolan, Majalise" <majalise.tolan@lincoln.k12.or.us>

Cc: Kent Rilatos <krilatos@siletzvalleyschools.org>, Eddie Symington <eddie.symington@lincoln.k12.or.us>

Hi Majalise! I am in next Monday the 2nd and then the following week I start back full-time

On Thu, Sep 28, 2023 at 4:48AM Tolan, Majalise <majalise.tolan@lincoln.k12.or.us> wrote:

[Quoted text hidden]

--

Casey Jackson

Superintendent

Siletz Valley School

541-444-1100

HR Support

2 messages

Tolan, Majalise <majalise.tolan@lincoln.k12.or.us>

Wed, Oct 11, 2023 at 12:48 PM

To: Casey Jackson <cjackson@siletzvalleyschools.org>, Tiana DeVries <tiana.tucker@lincoln.k12.or.us>

Tiana,

I was with Casey today and asked her if there is anything we can do to support SVC.

One of the things she wondered about was HR PD Learning opportunities. Can you put her in touch with how you find workshops or classes that you take about HR?

Thank you!

--

Dr. Majalise Tolan
Pronouns: she/her/hers
Superintendent, Lincoln County School District
541-265-4401

DeVries, Tiana <tiana.devries@lincoln.k12.or.us>

Wed, Oct 11, 2023 at 1:17 PM

To: "Tolan, Majalise" <majalise.tolan@lincoln.k12.or.us>

Cc: Casey Jackson <cjackson@siletzvalleyschools.org>, Tiana DeVries <tiana.tucker@lincoln.k12.or.us>

I'm happy to help in this area.

Casey, let's set a time to talk or zoom. I have time Friday, Monday afternoon, or Wednesday afternoon. Let me know what works for you.

Thanks,
Tiana

Thanks,
Tiana



Tiana DeVries
Pronouns: she/her/hers
HR Director
541-265-4436

[Quoted text hidden]

Walk Throughs

6 messages

Tolan, Majalise <majalise.tolan@lincoln.k12.or.us>

Wed, Oct 11, 2023 at 12:54 PM

To: Aaron Belloni <aaron.belloni@lincoln.k12.or.us>, Casey Jackson <cjackson@siletzvalleyschools.org>, Kent Rilatos <krilatos@siletzvalleyschools.org>, Katie Barrett <katie.barrett@lincoln.k12.or.us>, Tiana DeVries <tiana.tucker@lincoln.k12.or.us>

Hey there, (Tiana, Aaron, Katie, Casey, and Kent)

I spent some time out at Siletz today and asked if there are things we could do to help meet some of their needs. Casey said it would be great if we had some model classrooms that some of her teachers could watch. I shared how we are developing a specific list of teachers and reasons that they are models. We also discussed how it would be good if they saw some of our model rooms in action to make sure that we are on the same page, as well as calibration walk-through invites with our admin may be beneficial.

Casey, I was also wondering if our Math TOSA may be a resource periodically for your math teacher.

It was a great visit today. Thank you!

--

Dr. Majalise Tolan
Pronouns: she/her/hers
Superintendent, Lincoln County School District
541-265-4401

Barrett, Katie <katie.barrett@lincoln.k12.or.us>

Wed, Oct 11, 2023 at 1:03 PM

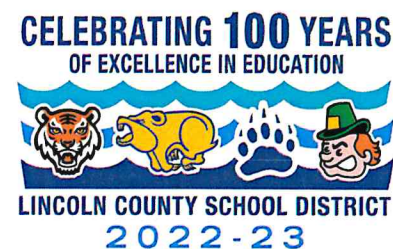
To: "Tolan, Majalise" <majalise.tolan@lincoln.k12.or.us>

Cc: Aaron Belloni <aaron.belloni@lincoln.k12.or.us>, Casey Jackson <cjackson@siletzvalleyschools.org>, Kent Rilatos <krilatos@siletzvalleyschools.org>, Tiana DeVries <tiana.tucker@lincoln.k12.or.us>

Hi Casey,

I'm happy to add you to our elementary principal days when we are in buildings doing calibrated walkthroughs.

Thank you,
Dr. Katie Barrett
Director of Elementary Education
Lincoln County School District
pronouns: she, her, hers



[Quoted text hidden]

242

Casey Jackson <cjackson@siletzvalleyschools.org>

Wed, Oct 11, 2023 at 1:26 PM

Thank you thank you! I appreciate any and all supports. Got the principal invites! Also, would love some Math TOSA supports.

On Wed, Oct 11, 2023 at 12:54 PM Tolan, Majalise <majalise.tolan@lincoln.k12.or.us> wrote:
[Quoted text hidden]

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Casey Jackson
Superintendent
Siletz Valley School
541-444-1100

Barrett, Katie <katie.barrett@lincoln.k12.or.us> Wed, Oct 11, 2023 at 1:52 PM
To: Casey Jackson <cjackson@siletzvalleyschools.org>, Jenn Loseke <jenn.loseke@lincoln.k12.or.us>
Cc: "Tolan, Majalise" <majalise.tolan@lincoln.k12.or.us>, Aaron Belloni <aaron.belloni@lincoln.k12.or.us>, Kent Rilatos <krilatos@siletzvalleyschools.org>, Tiana DeVries <tiana.tucker@lincoln.k12.or.us>

Hi Jenn and Casey,
Jenn is our K-6 Math TOSA and Casey is the principal at Siletz Charter School. Jenn, Casey is hoping to connect with you to see how she can support her teachers around math practices.

Thank you,
Dr. Katie Barrett
Director of Elementary Education
Lincoln County School District
pronouns: she, her, hers



[Quoted text hidden]

Belloni, Aaron <aaron.belloni@lincoln.k12.or.us> Wed, Oct 18, 2023 at 11:04 AM
To: "Barrett, Katie" <katie.barrett@lincoln.k12.or.us>
Cc: Casey Jackson <cjackson@siletzvalleyschools.org>, Jenn Loseke <jenn.loseke@lincoln.k12.or.us>, "Tolan, Majalise" <majalise.tolan@lincoln.k12.or.us>, Kent Rilatos <krilatos@siletzvalleyschools.org>, Tiana DeVries <tiana.tucker@lincoln.k12.or.us>, "Powell, Alisha" <alisha.powell@lincoln.k12.or.us>

Casey,
Alisha Powell is the Secondary math TOSA for LCSD. Alisha, Casey is looking for some ideas to support her teachers at Siletz with math practices. She may reach out to you. Thanks,
[Quoted text hidden]

Powell, Alisha <alisha.powell@lincoln.k12.or.us>
To: "Belloni, Aaron" <aaron.belloni@lincoln.k12.or.us>
Cc: Casey Jackson <cjackson@siletzvalleyschools.org>, "Tolan, Majalise" <majalise.tolan@lincoln.k12.or.us>

Wed, Oct 18, 2023 at 11:50 AM

Hi Casey,

I am Alisha Powell, LCSD's math coach/TOSA. I'd love to chat and see where I can help you out. We can set up a zoom or a phone call, whatever works best for you. I usually can make any time work if I know in advance.

I look forward to hearing from you and collaborating.

-Alisha

[Quoted text hidden]

--

Alisha Powell
Lincoln County School District
7-12 Math TOSA/Coach



"Smell the Sea and Feel the Sky. Let your Soul and Spirit Fly!"- Van Morrison



Tolan, Majalise <majalise.tolan@lincoln.k12.or.us>

SVC OSBA Update

3 messages

Tolan, Majalise <majalise.tolan@lincoln.k12.or.us>

Thu, Dec 14, 2023 at 9:22 AM

To: Casey Jackson <cjackson@siletzvalleyschools.org>, Kent Rilatos <krilatos@siletzvalleyschools.org>, "Worman, William K" <William.Worman@gapac.com>

Good morning!

I wanted to get this update out to all of you. Casey and I met yesterday and made a few tentative plans/shared some ideas and I told her I would email them out in the form of notes:

1. ELL Plan Concerns: Casey asked for some help with the ELL plan and providing services to any ELD students at SVC. Dr. Barrett will be at SVC on Jan. 2nd to meet with Kent about our Outdoor School and Title I, so I asked her to also meet about ELD. So, that is on the books!

2. I asked Casey to make a chart of which teachers are Teachers of Record for Edmentum. I also told her we have teachers of record who may be willing to work with SVC. We pay them by the hour beyond FTE to grade. This helps with assigning credit in all possible licensure areas and could open up more options in the Edmentum catalog. If this is needed, we would have to work with HR on what that looks like.

3. OSBA wanted the updated Bylaws. Casey said those are with the board waiting for the adoption. Once approved by SVC Board, we would want to have those on file, too. I think this could also help make sure LCSD never oversteps.

4. Casey is checking on the facility concerns around drinking water. She said SVC spends about \$1,000 a month in transported water.

5. The SIP is not on the website that I can find. However, Casey and I had a great talk about the SIP that was submitted and how LCSD wrote ours to encompass the need for improvement in grad rate and attendance: both outlined in the OSBA report and charter contract. A reorganization of the SIP would be very useful in then clearly articulating strategies, activities, and outcomes. She took our example and has some ideas of her own to tighten up the SVC SIP to make it center on graduation and attendance growth.

6. A TAPP person is currently in place but may be (rumor?) leaving. I will let Sandy Mummey know since she oversees TAPP.

7. Casey would like to be invited to LCSD All Admin meetings that happen once a month. We used to have all of the charters there so this is awesome! Elementary and Secondary Directors already have invites for their walk-through observation days. I will have Eddie Symington add Casey and Kent both to the LCSD All Admin Calendar Invites. This is not a requirement. If coming, please let us know, though. Sometimes we do special adopt-an-area things and wouldn't want you left out!

It sounds like the playground removal is set. I hope that you have a great family event tonight! It sounds fun!

Thank you!

Majalise

--

Dr. Majalise Tolan
Pronouns: she/her/hers
Superintendent, Lincoln County School District
541-265-4401

Worman, William K <William.Worman@gapac.com>

Thu, Dec 14, 2023 at 9:34 AM

To: "Tolan, Majalise" <majalise.tolan@lincoln.k12.or.us>, Casey Jackson <cjackson@siletzvalleyschools.org>, Kent Rilatos <krilatos@siletzvalleyschools.org>

Thank you for the update, I appreciate it.

Will Worman

Environmental Specialist

Georgia Pacific Toledo LLC.

541-272-1730

From: Tolan, Majalise <majalise.tolan@lincoln.k12.or.us>

Sent: Thursday, December 14, 2023 9:22 AM

To: Casey Jackson <cjackson@siletzvalleyschools.org>; Kent Rilatos <krilatos@siletzvalleyschools.org>; Worman, William K <William.Worman@gapac.com>

Subject: SVC OSBA Update

Sent by an external sender

[Quoted text hidden]

Tolan, Majalise <majalise.tolan@lincoln.k12.or.us>

Thu, Dec 14, 2023 at 10:08 AM

To: "Worman, William K" <William.Worman@gapac.com>

Cc: Casey Jackson <cjackson@siletzvalleyschools.org>, Kent Rilatos <krilatos@siletzvalleyschools.org>

Sorry for the Spam. I forgot a request:

Casey asked for potential support needs in teacher goal setting, observation, and evaluation. If this is necessary, we will work with our HR Department to see how that needs to look.

Thank you!

[Quoted text hidden]

Responses Provided: 2/6/24 (In the Charter Renewal Packet submitted by Ginger Redlinger and Kent Rilatos. Citation added by MT 4/7/26)

Concern/Question	Progress	Date
<p>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. p. 2</p>	<p>Our English Language Learner plan is being developed, we will provide services to students who are eligible and follow the Title III guidance for the components of the plan. We will add Home Language Surveys to the registration packet, use a screener for students who may be eligible for services, and implement the service plan and support eligible students. We will gather data and participate in the ELPA, which we are currently proctoring for our existing students. We will use the results and staff expertise to design the program (push in or pull out) and then provide staff training (ie SIOP).</p>	<p>Send to LCSD no later than 6/30/24. We do have a licensed staff member who can support the students. We will work with LCSD Title Specialists for training and curriculum.</p>
<p>Certain teacher licensures are out of compliance with TSPC. p. 2</p>	<p>All teachers are licensed through TSPC. 25% hold Charter licenses. Several Staff members hold multiple professional licenses. https://docs.google.com/spreadsheets/d/1vdITadjR2CNLOpkYO4d7bFV0ITsIKPaUeQzvd9Hre9I/edit?usp=sharing</p>	<p>Licenses and assignments will be reviewed by March 15th to ensure licensure is appropriate to each staff member's assignment.</p>
<p>Who are the teachers of record for Edmentum? p. 2</p>	<p>The teachers of record for online classes are teachers who hold licenses to teach in</p>	<p>Staff oversee the Edmentum program.</p>

	the content area.	
Bylaws need to be updated, and the school is actively working on this process as part of this review. p. 2	<p>I am reviewing documentation and looking for evidence of an update. I do not see any yet. The bylaws (dated 2012) will need revision to match the current outcomes the school intends and to provide, and meet the goals of the charter.</p> <p>https://drive.google.com/file/d/1caVMjaH0wbXJagxbW41Bzn5SvUTKMK-Z/view?usp=sharing</p>	Board will be presented draft bylaw updates by June 30, 2024, and policy updates by October 1, 2024.
<p>Facility concerns:</p> <ul style="list-style-type: none"> Boys' bathroom does not have stall doors No working water fountains Buckets used to catch water when it rains (roof) p. 3 	<p>The boys bathrooms will have both stall doors and dividers between urinals.</p> <p>We are currently in the process of retesting water. In the meantime bottled water is in place for all students. All kitchen water is boiled before use out of an abundance of caution. The building water and faucets are being tested to determine what, if any repairs might be needed to return the water supply system to normal use.</p> <p>I have not noticed leaks this year. No one has reported any this year at this time. However, I will investigate further and if a problem is found, it will be repaired.</p>	<p>Date for completion to be determined (assessment for needed parts, ordering and delivery, then installation.)</p> <p>Target date - August 16, 2024.</p>
Deliverables and required reporting (federal, grant, and district programs) has been untimely. p. 4	A calendar is under development that details the federal, grant, and district program data timelines so submission of	June 30, 2024

	data is timely.	
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 School. p. 4	<p>A school improvement plan will be developed based on data gathered this year, the completion of the ORIS process to identify areas of improvement, and the use of Integrated Guidance to identify appropriate and meaningful targets.</p> <p>We will also review the Integrated Guidance work and engage the community in developing an Integrated approach to serve the school community.</p> <p>https://content.govdelivery.com/accounts/ORED/bulletins/38797db</p>	Staff from each level (TBD), parent and board volunteers. No later than Jun 30, 2024 .
DNM: 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. Student Attendance	<p>After reviewing student attendance data, we have identified students with irregular attendance and are creating a list of alternative methods to assist the family in getting their child to school, including picking them up (extra bus run, small bus run, and incentives and supports) We are also accessing the TAPP grant and daily culturally-based supports and weekly/monthly incentives help students and their families feel connected to the school. TAPP leader will be checking in daily with students who are either struggling academically or with attendance.</p> <p>The ORIS process includes parent</p>	Attendance Team

	feedback, and it may reveal suggestions that can be implemented as well. Goal setting and data tracking for attendance will be part of the School Improvement Plan.	
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. Standard 6	The complete set of graduation data will be used to calculate and report 4 and 5 year graduation rates. Training on use of School Report Card Accountability Details will be provided to the School Improvement Plan Development Team.	Training and use ODE materials to support staff's ability to use and access information as needed.
DNM: Ensure that financial reporting is timely. Long-term financial health indicators should be examined. Financial Performance	Monthly accounting details are available in Board Packets, we are currently laying the foundation for a 3,5 and 10 year plan and hope to gain information	Administration and Board Secretary



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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July 21, 2025

To: Siletz Valley School Interim Superintendent, Debra Barnes and Siletz Valley School Board of Directors
From: LCSD Superintendent, Dr. Majalise Tolan
Re: Charter and Lease Agreements and Charter Law Compliance Concerns

Mrs. Barnes and the Siletz Valley School Board,

This letter serves as formal notice of concerns regarding Siletz Valley School (SVS)'s compliance with the Lincoln County School District (LCSD) charter agreement, LCSD lease agreement and Oregon Charter Laws.

In addition, the lack of consistent leadership brings uncertainty to the ongoing ability of SVS to maintain compliance in the following areas based on the Oregon School Board Association's 2023 report and recent LCSD findings:

1. SVS stated that an ELL plan was not applicable; however, all schools should have an ELL plan ready in case a student enrolls who qualifies for services. ELL students now attend SVS and current ELL plan implementation must be monitored.
2. Teachers' licensure has continued to be found out of compliance with TSPC. All teacher licenses must be compliant with TSPC and charter law at all times, effective immediately.
3. Bylaws need to be updated. While this has been in process, it is unclear whether it has been completed and if bylaws and policies are maintained and publicly accessible. A copy of the updated bylaws must be provided to LCSD, and all bylaws and policies must be updated and accessible to the public.
4. Facility concerns reported to LCSD by the SVS Board on May 5, 2025 included: Leaking ceilings, old pipes throughout the building, football grandstands are nearly condemnable, gyms are badly out of repair and need new siding (and likely more), ADA access needed, rusty fences, old heating (boiler needs to be replaced), single pane windows, doors that don't properly lock if active shooter protection is needed, bathrooms throughout need upgrading (like in LCSD schools). Pursuant to the charter and lease agreements, SVS is responsible for the maintenance and upkeep of the facility. In 2024, LCSD provided SVS with a long-term facility study. It is SVS' responsibility to develop, implement, and monitor its own long-term facility maintenance plan.
5. Deliverables and required reporting (federal and state grants, and district programs) continue to be untimely, necessitating repeated reminders from LCSD staff. All reporting deadlines must consistently be met and documented.
6. Although a comprehensive plan to improve academic performance is in place, focused particularly on the areas which caused the State to designate SVS as a Targeted Support and Improvement School (TSI), most results have remained at Level 1, based on 2023-2024 ODE reporting. TSI results must show adequate improvement either through an increase to a Level 2 in all categories or similar progress on a nationally normed, locally administered, internal assessment (EasyCBM,



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Dr. Majalise Tolan
Superintendent

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Acadience, SBAC, DIBLES, iReady, etc.) Benchmarking and progress monitoring from local assessments must be reviewed with LCSD administration quarterly.

7. SVS previously established a goal to increase attendance. However, as of June 2025, SVS' regular attendance rate was 39.9%. An improvement plan must be drafted and submitted to LCSD. The plan must be comprehensive and may include strategies such as specific parent outreach, modification of the school day and/or school year calendar, and dedication of resources to ensuring that students are attending school. The plan must include specific dates for implementation of each component, as well as specific quantitative targets and dates for meeting each of those targets.
8. While the SVS graduation rate had been reported by ODE at 100%, due to other metrics reported and the fact that SVS has been designated as a Targeted Support and Improvement School, the accuracy of this information needs to be verified and any supporting evidence must be cited and documented. The 2023-2024 graduation rate reported by ODE was 67%. The 9th Grade On Track rate was 78% (an improvement from the 2022-2023 rate of 28%). Both of these data points need monthly monitoring and documentation.
9. SVS must ensure that financial reporting is timely. Long-term financial health indicators continue to need to be examined. It is uncertain if grant funds, Siletz Tribal Charitable Trust and Charter Equity are budgeted accurately for the 2025-2026 school year. Updated budget documents must be submitted with a narrative providing clarity around anticipated funds.
10. Oregon Public Meetings Laws must be followed, including but not limited to timely meeting notice and agenda publication, public posting of minutes, and recordings of meetings. From this point forward, SVS must document its compliance for every board meeting, and submit this documentation to LCSD on a monthly basis.

In accordance with the charter and lease agreements, LCSD stands ready to support SVS in these required steps toward improvement and compliance. However, due to the timing of these findings, the lack of consistent leadership, and the imminent start of a new school year, SVS must comply with all requirements and submissions set forth above within 30 calendar days of the date of this letter.

After SVS' initial submissions, SVS superintendent and administration must meet with LCSD monthly to review compliance with the requirements set forth above. These monthly meetings must continue for 24 months.

Failure to meet the requirements set forth above, including the submissions required, the timelines imposed, and the mandated meetings, may result in termination of the charter agreement. Please reach out to Majalise Tolan at majalise.tolan@lincoln.k12.or.us for further discussion.

Sincerely,

Majalise W. Tolan



Siletz Valley School

245 James Frank Ave, Siletz, OR 97380

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

August 21, 2025

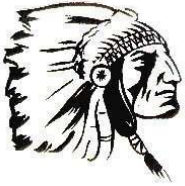
To: Lincoln County School District Superintendent, Dr. Majalise Tolan and the LCSD School Board
From: Siletz Valley School Interim-Superintendent, Debra Barnes
Re: Charter and Lease Agreements and Charter Law Compliance Concerns

Dr. Tolan and the LCSD School Board,

This letter serves as our response to the formal notice of concerns dated July 21, 2025, regarding Siletz Valley School's compliance based on the Oregon School Board Association's 2023 report with the LCSD Charter Agreement, LCSD lease agreement and the Oregon Charter Laws.

First, we would like to thank LCSD for their continued support of our students and the programs that make Siletz Valley School such a valuable asset to the county school district. SVS also feels it's important to state that while the Interim Superintendent is capable of providing all necessary goals, guidance, and follow through for this response, an active search is underway to find a Superintendent. We are hopeful that these statements can be updated and/or changed based on new incoming leadership, if necessary.

1. SVS stated that an ELL plan was not applicable; however, all schools should have an ELL plan ready in case a student enrolls who qualifies for services. ELL students now attend SVS and current ELL plan implementation must be monitored.
 - a. *SVS has created a draft English Language Learner Plan. They are confirmed to work with Kim Miller at ODE to ensure completion of the state template. This is a year long training to create the plan and enter data into the ODE template. After the plan is finalized and board approved, it will be placed on the school website. This is a fluid document and all components will be updated as needed.*
2. Teachers' licensure has continued to be found out of compliance with TSPC. All teacher licenses must be compliant with TSPC and charter law at all times, effective immediately.
 - a. *SVS was found to have two teachers during the 2024-2025 school year, without proper licensure. This was immediately addressed by conferring with both educators, placing licensed personnel in the classrooms during instructional time, and filing complaints with TSPC to advise of failure to be compliant. TSPC has responded that no further action was necessary. Both educators immediately filed to have licenses renewed and both have been issued current licenses with TSPC.*



Siletz Valley School

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5. Deliverables and required reporting (federal and state grants, and district programs) continue to be untimely, necessitating repeated reminders from LCSD staff. All reporting deadlines must consistently be met and documented.
 - a. *SVS recognized this as an issue and restructured their administrative team on June 3, 2025. As of August 15, 2025, SVS is current on all federal, state, and tribal grant requests. SVS and the SVS School Board will continue to monitor the dates of grant submissions and reporting to ensure that all dates are met and documented. A past spreadsheet with timelines has been resurrected to help with this organization of dates.*

6. Although a comprehensive plan to improve academic performance is in place, focused particularly on the areas which caused the State to designate SVS as a Targeted Support and Improvement School (TSI), most results have remained at Level 1, based on 2023-2024 ODE reporting. TSI results must show adequate improvement either through an increase to a Level 2 in all categories or similar progress on a nationally normed, locally administered, internal assessment (EasyCBM, Acadience, SBAC, DIBLES, iReady, etc.) Benchmarking and progress monitoring from local assessments must be reviewed with LCSD administration quarterly.
 - a. *Benchmarking and progress monitoring has consistently been reviewed with the SVS Board, however SVS recognizes the need for further attention and review of the academic data. Interim Superintendent Barnes and Superintendent Tolan met to review the assessments given at SVS and the quarterly review that will be begin to increase scores at SVS. SVS is working with LCSD data experts to understand how the data can be pulled and used to increase student achievement. SVS did spend targeted time and effort in increasing student achievement during the 2024-2025 school year. They are hopeful that the data reflects the effort.*

7. SVS previously established a goal to increase attendance. However, as of June 2025, SVS' regular attendance rate was 39.9%. An improvement plan must be drafted and submitted to LCSD. The plan must be comprehensive and may include strategies such as specific parent outreach, modification of the school day and/or school year calendar, and dedication of resources to ensuring that students are attending school. The plan must include specific dates for implementation of each component, as well as specific quantitative targets and dates for meeting each of those targets.
 - a. *The SVS Attendance goal for the 24-25 school year was 56.7%. SVS did suffer a significant loss and experienced a traumatic event in March 2025 that impacted the entire community and many students in all grades.*



Siletz Valley School

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- b. SVS staff is working together during inservice week to create a plan to meet the 57% goal for 25-26. Staff met on 8/18 to review data and gather input. SVS will continue with grade-level band meetings to discuss a 1st quarter plan and annual goal. SVS is working with ODE to receive coaching in Equitable Mindsets, Systems and Practices. SVS also works directly with the TAPP program to increase attendance and work with tribal families.*
8. While the SVS graduation rate had been reported by ODE at 100%, due to other metrics reported and the fact that SVS has been designated as a Targeted Support and Improvement School, the accuracy of this information needs to be verified and any supporting evidence must be cited and documented. The 2023-2024 graduation rate reported by ODE was 67%. The 9th Grade On Track rate was 78% (an improvement from the 2022-2023 rate of 28%). Both of these data points need monthly monitoring and documentation.
 - a. SVS has experienced a lot of turnover in the personnel that worked directly with Seniors regarding graduation from 2019-2023.*
 - b. The 23-24 class had 14 Seniors with two students unable to graduate. This is 85.71%*
 - c. The 24-25 class had 22 Seniors, 1 Junior on Modified and one 12+. Two seniors did not graduate, as they came to SVS with significant credit deficiencies and are set to graduate this year as 12+ students. 91.67%*
 - d. SVS is seeking assistance from LCSD as to how those numbers are reported. The next ODE summary has improvements listed in these areas.*
9. SVS must ensure that financial reporting is timely. Long-term financial health indicators continue to need to be examined. It is uncertain if grant funds, Siletz Tribal Charitable Trust and Charter Equity are budgeted accurately for the 2025-2026 school year. Updated budget documents must be submitted with a narrative providing clarity around anticipated funds.
 - a. SVS acknowledges that the financials were not being sent to LCSD on a monthly basis.*
 - b. The 5/20/2025 adopted budget for charitable contribution fund was budgeted at \$376K for the 25-26 SY. An award for the full amount has been received and budgeted accurately.*
 - c. Charter Equity - although the state has indicated likely reductions between 40-50%, SVS has not received the new official grant award amount. In anticipation of the reduction, SVS has taken steps to pause consumable spending and not fill a budgeted position in Charter Equity as preparation.*
 - d. The website has been updated and the budget for this year has been added.*
10. Oregon Public Meetings Laws must be followed, including but not limited to timely meeting notice and agenda publication, public posting of minutes, and recordings of meetings. From this point forward, SVS must document its compliance for every board meeting, and submit this documentation to LCSD on a monthly basis.



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- a. *The new SVS website (www.siletzvalleyschools.org) went live August 5, 2025. With this launch, the board meetings, agendas, minutes and some recordings have been uploaded to the website. In addition, SVS School Board has all new members and has received the Essential Skills Training by OSBA on August 13, 2025. SVS will continue to learn and seek assistance from OSBA, COSA and OGEC for compliance guidance.*
- b. *SVS School Board has been invited to attend LCSD Board Training on August 26, 2025. and is planning to attend.*

In accordance with the charter and lease agreements, LCSD stands ready to support SVS in these required steps toward improvement and compliance. However, due to the timing of these findings, the lack of consistent leadership, and the imminent start of a new school year, SVS must comply with all requirements and submissions set forth above within 30 calendar days of the date of this letter.

After SVS' initial submissions, SVS superintendent and administration must meet with LCSD monthly to review compliance with the requirements set forth above. These monthly meetings must continue for 24 months.

SVS understands the requirements of the lease and charter agreement. Thank you for accepting this submission. SVS looks forward to working with LCSD for the betterment of all students in our community and county.

Best Regards,

Debra Barnes

Interim Superintendent

Siletz Valley School

dbarnes@siletzvalleyschools.org



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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January 30, 2026

To: Siletz Valley School Superintendent, Lenora Hall
Siletz Valley School School Board Chair, Jennifer Metcalf
From: LCSD Superintendent, Dr. Majalise Tolan
Re: Charter and Lease Agreements and Charter Law Compliance Concerns Mid-Year Update

Ms. Lenora Hall and Ms. Jennifer Metcalf,

This letter serves as an update on the formal notice of concerns regarding Siletz Valley School (SVS)'s compliance with the Lincoln County School District (LCSD) charter agreement, LCSD lease agreement and Oregon Charter Laws initially sent on July 21, 2025.

Since the initial letter, Interim Superintendent Debra Barnes has been replaced by Superintendent Lenora Hall. Debra Barnes has remained as Siletz Valley School Principal. The lack of consistent leadership brought uncertainty to the ongoing ability of SVS to maintain compliance in the following areas based on the Oregon School Board Association's 2023 report and recent LCSD findings. Beginning on July 30, 2025, LCSD and SVS have been in regular communication to determine progress and compliance in the following areas of concern:

1. SVS stated that an ELL plan was not applicable; however, all schools should have an ELL plan ready in case a student enrolls who qualifies for services. ELL students now attend SVS and the current ELL plan implementation must be monitored.

Progress Update: On May 27, 2025 in correspondence with ODE's Kim Miller we confirmed that SVS would need to submit their own plan. On January 26, 2026, Lenora confirmed that Debra Barnes is working with ODE as part of a cohort to get this plan in place by June, 2026. SVS charter states that they will implement all statutes that comply with the education of English Learners. ODE's guidance is that charters will submit their own plan but can reference the district's plan, process and support should they choose to. Currently they do not have an older ELD plan in place and stated that the Siletz Charter School never has. They do not have a temporary plan and on January 26, 2025 asked to review LCSD's ML/EL plan for temporary suggestions for support. We are in the process of scheduling a meeting to review. On January 12, 2026 our district trained a test coordinator at their site. In addition, we submit all required data and documentation related to EL collection to the state. Having a lack of an ELL plan is unsatisfactory.

2. Teachers' licensure has continued to be found out of compliance with TSPC. All teacher licenses must be compliant with TSPC and charter law at all times, effective immediately.

Progress Update: At the beginning of the school year, SVS is in compliance for 2025-2026 school year and has a plan in place with SVS' Human Resource staff to maintain compliance.



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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3. Bylaws need to be updated. While this has been in process, it is unclear whether it has been completed and if bylaws and policies are maintained and publicly accessible. A copy of the updated bylaws must be provided to LCSD, and all bylaws and policies must be updated and accessible to the public.

Progress Update: Bylaws are posted on the school website.

4. Facility concerns reported to LCSD by the SVS Board on May 5, 2025 included: Leaking ceilings, old pipes throughout the building, football grandstands are nearly condemnable, gyms are badly out of repair and need new siding (and likely more), ADA access needed, rusty fences, old heating (boiler needs to be replaced), single pane windows, doors that don't properly lock if active shooter protection is needed, bathrooms throughout need upgrading (like in LCSD schools). Pursuant to the charter and lease agreements, SVS is responsible for the maintenance and upkeep of the facility. In 2024, LCSD provided SVS with a long-term facility study. It is SVS' responsibility to develop, implement, and monitor its own long-term facility maintenance plan.

Progress Update: Lenora Hall submitted a Facility Plan on 10/30/25. This plan was discussed and approved to move forward on 11/3/25 to access \$250,000 of construction excise tax funds voted on by the LCSD Board. On the 12/18/25 monthly update, Lenora Hall said they had not made any movement because of needing help with the RFP Process. Majalise Tolan connected LCSD Facility Department staff and Lenora Hall to support the RFP process. During the January 21st check-in, Lenora said she had not connected with LCSD staff for help. Majalise Tolan again connected Lenora and LCSD staff for support. Although a plan is submitted, there is unsatisfactory progress in building maintenance and repairs.

5. Deliverables and required reporting (federal and state grants, and district programs) continue to be untimely, necessitating repeated reminders from LCSD staff. All reporting deadlines must consistently be met and documented.

Progress Update: On 9/26/25, Sandy Mummey met with Debra Barnes and LCSD staff to outline the process for 6th-grade Outdoor School budgeting and application submission. As of 1/21/26 the Outdoor School Portal has not been updated. Business Director Kim Cusick met with Lenora on 11/19/25. Charter documents were resent, and charter budgeting was explained. On 11/25/25, Elementary Director, Sandy Mummey, met with Lenora Hall about High Dosage Tutoring (HDT) funds. Bambi VanDyke attended the required Oregon Department of Education meeting, however, on 1/21/26 Lenora was notified that the HDT budget is needed ASAP or it will be reported to ODE and the funds will be reallocated to another school. On 1/23/26, Lenora Hall replied to the need for HDT budget information and said their materials had already been ordered and wanted information about spending money on non-approved expenses. In addition, as of 1/21/26, LCSD has not received any invoices for SVS' other passthrough funding. Lenora has also again asked for clarification on who to direct budget questions to in the future. Kim Cusick and Sandy Mummey replied. Although Title I quarterly progress report needs are up-to-date, other deliverables and required reporting on other passthrough funds are unsatisfactory. LCSD confidence is lacking on budget understanding at the building level.



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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6. Although a comprehensive plan to improve academic performance is in place, focused particularly on the areas which caused the State to designate SVS as a Targeted Support and Improvement School (TSI), most results have remained at Level 1, based on 2023-2024 ODE reporting. TSI results must show adequate improvement either through an increase to a Level 2 in all categories or similar progress on a nationally normed, locally administered, internal assessment (EasyCBM, Acadience, SBAC, DIBLES, iReady, etc.) Benchmarking and progress monitoring from local assessments must be reviewed with LCSD administration quarterly.

Progress Update: LCSD and SVS Title I staff met on 9/24 to review the Title I plan, data, and process. Benchmark reviews will happen on February 5, 2026. SVS is again identified as a TSI school. The School Improvement Plan submitted on 11/2/25 was the 2023-2024 plan but projected out until 2026. At the 1/21/26 check-in, there was no evidence that Lenora Hall had read the plan or made any progress in academic improvement. It is evident that although a comprehensive plan document is in place, its implementation is unsatisfactory and is not relevant based on current data or monitoring.

7. SVS previously established a goal to increase attendance. However, as of June 2025, SVS' regular attendance rate was 39.9%. An improvement plan must be drafted and submitted to LCSD. The plan must be comprehensive and may include strategies such as specific parent outreach, modification of the school day and/or school year calendar, and dedication of resources to ensuring that students are attending school. The plan must include specific dates for implementation of each component, as well as specific quantitative targets and dates for meeting each of those targets.

Progress Update: In the initial response, SVS responded to working together during in-service week to create a plan to meet the 57% goal for 25-26. Staff met on 8/18 to review data and gather input. SVS will continue with grade-level band meetings to discuss a 1st quarter plan and annual goal. SVS is working with ODE to receive coaching in Equitable Mindsets, Systems and Practices. SVS also works directly with the TAPP program to increase attendance and work with tribal families. Although this was sent to LCSD, its evidence of implementation is lacking. LCSD and Confederated Tribes of Siletz Indians TAPP staff met with SVS administration on 12/15/25 to discuss attendance. Attendance systems are not yet in place. Implementing bi-weekly attendance meets, daily unverified monitoring, and athletic and activity attendance requirements were discussed. On 12/15, Assistant Superintendent Belloni connected Lenora with Waldport High School Principal Amy Skirvin to discuss attendance plans (athletics, etc). Amy replied on 12/17 to set up a Zoom. On 1/13/26, Amy emailed that she had not yet heard from anyone. LCSD is scheduling a meeting with TAPP CTSI, LCSD, ODE, and SVS staff. SVS must attend and bring all relevant school data and a plan to fully integrate TAPP services. On 1/21/26, Majalise Tolan reviewed the attendance plan that was submitted on 11/3/25, and it was confirmed that the plan has not been implemented, and attendance teams do not meet regularly. The lack of progress on improving student attendance is unsatisfactory.

8. While the SVS graduation rate had been reported by ODE at 100%, due to other metrics reported and the fact that SVS has been designated as a Targeted Support and Improvement School, the accuracy of this information needs to be verified, and any supporting evidence must be cited and documented. The 2023-2024 graduation rate reported by ODE was 67%. The 9th



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Grade On Track rate was 78% (an improvement from the 2022-2023 rate of 28%). Both of these data points need monthly monitoring and documentation.

Progress Update: Records reflecting grades are difficult to track on a timely basis. When TAPP pulled December data, some students had yet to have any grades entered. This was reported to Oregon Department of Education. If this information is incorrect, SVS is improperly using the Synergy data entry system. This system is used to pull student information for state reporting, progress monitoring, academic information, graduation planning, and academic or behavior team analysis. Either this information or the lack of purposefully using the system are unsatisfactory.

9. SVS must ensure that financial reporting is timely. Long-term financial health indicators continue to need to be examined. It is uncertain if grant funds, Siletz Tribal Charitable Trust (STCT) and Charter Equity are budgeted accurately for the 2025-2026 school year. Updated budget documents must be submitted with a narrative providing clarity around anticipated funds.

Progress Update: Lenora is working with Kim Cusick on budgeting. HDT and ODS grant budgets and reports are unsatisfactory. STCT reporting is not required at this time, however, SVS did accept and cash a check from CTSI for a new wrestling room that was unauthorized by LCSD and a violation of the charter lease agreement. The funds were returned to CTSI.

10. Oregon Public Meetings Laws must be followed, including but not limited to timely meeting notice and agenda publication, public posting of minutes, and recordings of meetings. From this point forward, SVS must document its compliance for every board meeting and submit this documentation to LCSD on a monthly basis.

Progress Update: As of 1/25/26, regular minutes and required recordings have not been posted. The last meeting recording was 5/27/25. A reminder was given on 12/18/25 and 1/21/26. Compliance with Oregon Public Meeting Laws is unsatisfactory.

LCSD has continued to provide and document hours of support. This support has uncovered additional areas of immediate concern:

11. SVS staff have demonstrated a lack of understanding in student management and discipline procedures, including up to suspension and expulsion. Immediate concerns have been raised in understanding manifestation needs, Oregon weapons laws, the ability to investigate complaints about student behavior, and due process. Monthly discipline data and investigation notes must now be reviewed by building administration and LCSD district staff.
12. Although LCSD provides the special education instructional staff, SVS administration is still responsible for the proper implementation of special education processes. LCSD has provided training to SVS administration, but the required manifestation determination information was not provided to LCSD staff running a manifestation meeting, and emails were not responded to in a timely manner to support the team. SVS administrators must attend all special education trainings that take place with LCSD administrators. All emails from LCSD special education staff must be responded to within 24 hours.



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Originally, SVS was required to comply with all requirements and submissions set forth in items 1-10 above within 30 calendar days of 7/21/25. Although extended time was granted due to summer and continued inconsistent leadership, as of 1/30/26, SVS is unsatisfactory in meeting its educational and management obligations for students and charter compliance.

After SVS' initial submissions, SVS superintendent and LCSD administration have met monthly to review compliance with the requirements set forth above. Although these meetings are happening, they lack follow-through from SVS administration. LCSD also lacks confidence that SVS has a cohesive administrative team collaborating to implement any developed plans. It is unclear if any administrators are directly responsible for any part of implementing the plan or if the SVS School Board is aware of the lack of progress towards improvement that is directly impacting the ability of the SVS charter school to remain open under LCSD. LCSD is willing to support retired Assistant Superintendent Susan Van Liew as an 8-hour-a-month coach for the SVS leadership team.

Failure to meet the requirements set forth above, including the submissions required, the timelines imposed, and the mandated meetings, may result in termination of the charter agreement. This letter constitutes the 60-day notification as required by ORS 338.105(2)(a). Please reach out to Majalise Tolan at majalise.tolan@lincoln.k12.or.us for further discussion.

Sincerely,

Majalise W. Tolan
Superintendent
Lincoln County School District



ANALYSIS OF SILETZ VALLEY SCHOOLS COMPLIANCE

Kristen Miles, Ed.D., Oregon School Boards
Association

Executive Summary

On January 30, 2026, the Lincoln County School District (LCSD) issued a letter to Siletz Valley Schools (SVS) detailing areas of noncompliance. The letter also informed the school that this correspondence constituted a 60-day notification of intent to terminate the contract as required by ORS 338.105(2)(a).

At the request of the Lincoln County School District, I conducted an analysis of the history of noncompliance, the requirements in the contract, and evidence submitted by SVS to demonstrate compliance. The goal of this report is to provide a third-party analysis of the charter school's compliance with district requirements prior to the board taking action on termination of the contract. The report is organized by topic.

Note: This report and the recommendations contained within represent a professional administrative analysis and do not constitute legal advice. Before taking any formal action on a charter contract, the district should consult with legal counsel.

Report organization

This report is organized by the list of concerns outlined in the January 30, 2026 letter from LCSD to SVS, which served as the 60-day termination notification. Each section contains a timeline of events, the evidence of compliance submitted to LCSD by SVS, and an analysis of the evidence compared to the requirements.

English Learners

District concern from January 30, 2026 letter:

“SVS stated that an ELL plan was not applicable; however, all schools should have an ELL plan ready in case a student enrolls who qualifies for services. ELL students now attend SVS and the current ELL plan implementation must be monitored.”

- October 2023: The district first notified SVS of its concerns about the school's ability to support English Learners.
- July 21, 2025: The district sent a letter restating the concern and the school's noncompliance with this requirement.
- August 21, 2025: SVS told the district that a plan was in draft.
- January 30, 2026: The district sent another letter restating the concern and the school's noncompliance with this requirement.
- February 22, 2026: SVS emailed ODE a draft plan following ODE's template. They asked ODE to expedite its review or to let the LCSD superintendent know that it was completed.
- The unapproved plan is currently posted on the SVS website. In the plan, SVS notes that a barrier to service for EL students is that they do not have a consistent enough number of EL/ML students to keep procedures and trainings up to date.
- Service to English learners is addressed in the 2024-25 family handbook posted on the website (there is no current year handbook). It states: “Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in

regular classroom instruction. Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal, or signed communication in a language they can understand.” The handbook does not include information on:

- The mandatory Home Language Survey (HLS) or the required timeline for identification.
- The handbook states assistance continues until students can participate “effectively,” but it fails to cite the Oregon English Language Proficiency Assessment (ELPA).
- The federal requirement to provide Notice of Program Placement within 30 days.
- “Meaningful access”.

These elements are addressed in the draft (unapproved) plan but are not currently communicated to families in the handbook.

Analysis

The school does not currently have an approved EL plan and has not had one for at least several years of operation. The district has been communicating this requirement for almost three years. All charter schools must have a plan to serve EL students, and Section 4(K) of the charter contract requires the charter school to follow ORS 336.079 through -082. This section appears to be noncompliant.

Teacher licensure

District concern from January 30, 2026 letter:

“Teachers’ licensure has continued to be found out of compliance with TSPC. All teacher licenses must be compliant with TSPC and charter law at all times, effective immediately.”

- The district found SVS to be in compliance with this requirement at the beginning of the 2025-26 school year.

Bylaws

District concern from January 30, 2026 letter:

“Bylaws need to be updated. While this has been in process, it is unclear whether it has been completed and if bylaws and policies are maintained and publicly accessible. A copy of the updated bylaws must be provided to LCSD, and all bylaws and policies must be updated and accessible to the public.”

- October 2023: The district first notified SVS of its concerns about the school’s bylaws.
- July 21, 2025: The district sent a letter restating the concern and the school’s noncompliance with this requirement.
- While the district found this section to be compliant in its letter on January 30, 2026 due to the fact that SVS had posted their bylaws on their website, my analysis reveals several areas of potential concern:
 - The bylaws state that, should the charter school close, its assets will be distributed to the district and to other nonprofits. ORS 338.105(6)(a) states the

assets that were purchased with public funds shall be given to the State Board of Education.

- The bylaws do not address how the board votes, the board's requirement to follow public meetings laws, its responsibility to hire an administrator, and conflicts of interest.

Analysis

At the LCSD March 11, 2026 meeting, SVS stated that the school was in compliance with this requirement. Prior to determination of compliance, I recommend that the district consult with legal counsel.

Facilities

District concern from January 30, 2026 letter:

“Facility concerns reported to LCSD by the SVS Board on May 5, 2025 included: Leaking ceilings, old pipes throughout the building, football grandstands are nearly condemnable, gyms are badly out of repair and need new siding (and likely more), ADA access needed, rusty fences, old heating (boiler needs to be replaced), single pane windows, doors that don't properly lock if active shooter protection is needed, bathrooms throughout need upgrading (like in LCSD schools). Pursuant to the charter and lease agreements, SVS is responsible for the maintenance and upkeep of the facility. In 2024, LCSD provided SVS with a long-term facility study. It is SVS' responsibility to develop, implement, and monitor its own long-term facility maintenance plan.”

- October 2023: The district first notified SVS of its concerns about the state of its facilities.
- October 2024: LCSD provided SVS with a long-term facility study.
- July 21, 2025: The district sent a letter restating the concern and the school's noncompliance with this requirement.
- On August 21, 2025 SVS stated that it would have a facilities plan submitted by October 31, 2026.
- October 30, 2025: Two years later, the school submitted a facilities plan.
- December 18, 2025: The school notified LCSD that it had not made progress on the plan but would connect with the district for help in crafting the RFP.
- January 21, 2026: SVS told the district it had not yet connected with district staff.
- January 30, 2026: The district sent another letter restating the concern and the school's noncompliance with this requirement.
- On February 25, 2026, SVS told the district that it had received training about the RFP process and were working to get accurate building measurements.
- March 2026: The school submitted a long-term facilities plan.
 - 2025-26 plans include replacing damaged wood siding and painting the exteriors of buildings, repainting interior walls, upgrading exterior door hardware for code compliance, and installing window coverings on unsecured windows.
 - 2028-29 plans include addressing the boiler.
 - 2032-33 plans include replacing the electrical panels in the gym.

- By winter of 2025, all the components of the one-year plan were to be completed but were not.
 - The long-term plan does not address requirements for ADA access.
- At the March 11 LCSD board meeting, the school said it would submit an RFP for the district to review by March 16.
- March 31: the school submitted their RFP for consideration as part of this evaluation. While the RFP identifies that the project is subject to BOLI prevailing wage, specifies materials, and offers a site walkthrough, the following concerns remain:
 - The RFP states: "[i]f underlayment is not suitable SVS will pay extra to repair". This could create a financial risk. Without a defined unit price (e.g., "\$X per square foot of plywood replaced"), the school potentially has no control over the cost of these repairs once the siding is removed.
 - The RFP asks for pricing and timeline but does not explain how the school will choose the selected contractor. Without a scoring rubric (e.g., 50% Price, 30% Experience, 20% Schedule), the process is less transparent and potentially more vulnerable to bid protests.
 - Requesting that the project start "As Soon As Possible" is problematic for school operations. It does not specify whether work can happen while students are on campus or if it must be completed before a certain date.
 - While the RFP mentions a Public Works bond, it is silent on General Liability and Builder's Risk insurance. If a contractor accidentally causes a fire or structural damage during the roof removal, the school's own insurance might be at risk if the contractor isn't properly covered.

Analysis

SVS has been out of compliance with district requirements since at least 2023. The plan it submitted does not address all the district's concerns and defers several of the requirements for years. Some requirements are not addressed. SVS has not met its own timelines for addressing these concerns. The RFP is incomplete or vague in several areas and could potentially attract risk to the school. This section appears to be noncompliant.

Deliverables

District concern from January 30, 2026 letter:

"Deliverables and required reporting (federal and state grants, and district programs) continue to be untimely, necessitating repeated reminders from LCSD staff. All reporting deadlines must consistently be met and documented."

- October 2023: The district first notified SVS of its concerns about its untimely deliverables.
- July 21, 2025: The district sent a letter restating the concern and the school's noncompliance with this requirement.
- On August 21, 2025 SVS stated that it had restructured its administrative team and it was current with federal, state, and tribal requests.
- January 30, 2026: The district sent another letter restating the concern and the school's noncompliance with this requirement.

- February 25, 2026: SVS said that grant documentation would be submitted the next day, the budget was designed to be conservative, and the audit was complete.
- At the March 11 LCSD board meeting, SVS stated that it was in compliance with this requirement. The school said that the last of the HDT funds were used to fund additional curriculum and the business manager, and that they would send documentation to the district to close the HDT grant. They said financial reports were submitted to the district on March 5.

Analysis

SVS has been out of compliance with district requirements since at least 2023. While the school appears to have complied with the reporting requirements recently, historical lack of compliance should be taken into account when determining if this section meets standard.

Academic Performance

District concern from January 30, 2026 letter:

“Although a comprehensive plan to improve academic performance is in place, focused particularly on the areas which caused the State to designate SVS as a Targeted Support and Improvement School (TSI), most results have remained at Level 1, based on 2023-2024 ODE reporting. TSI results must show adequate improvement either through an increase to a Level 2 in all categories or similar progress on a nationally normed, locally administered, internal assessment (EasyCBM, Acadience, SBAC, DIBELS, iReady, etc.) Benchmarking and progress monitoring from local assessments must be reviewed with LCSD administration quarterly.”

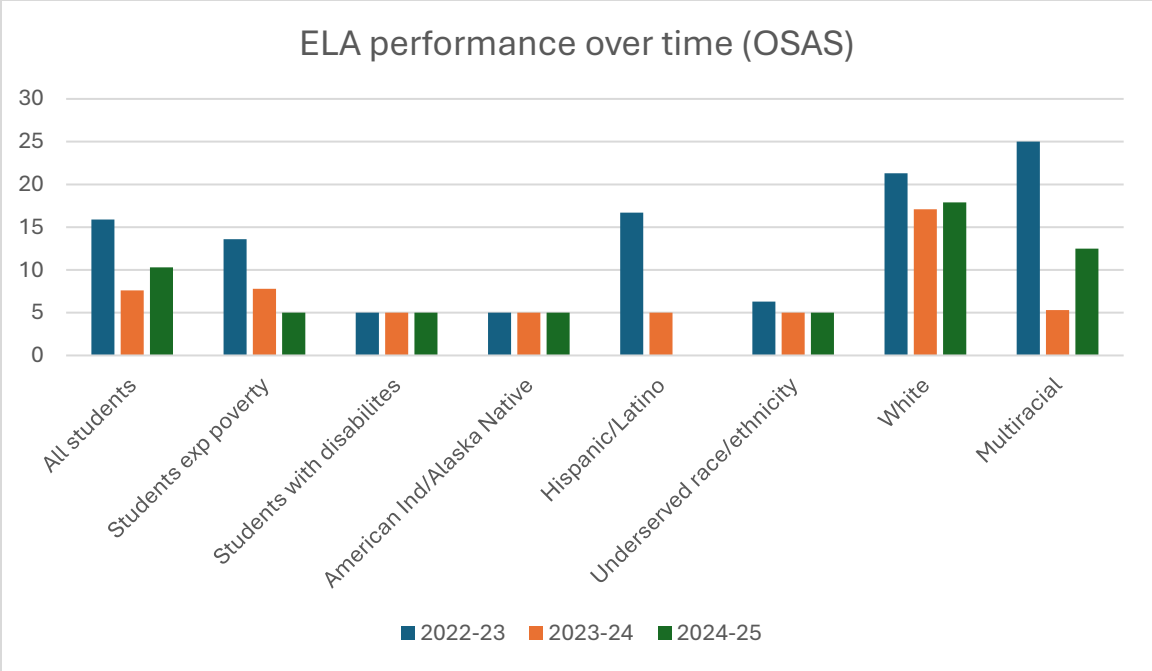
- October 2023: The district first notified SVS of its concerns about its academic performance.
- July 21, 2025: The district sent a letter restating the concern and the school's noncompliance with this requirement.
- On August 21, 2025 SVS stated that it was working on a plan.
- December 18, 2025: The school said a CIP was in place, there was a math specialist reviewing instruction once a quarter, and the school superintendent was coaching teachers.
- January 21, 2026: At a check-in with the district, there was discussion of continued lack of an academic performance plan, implementation, progress, and monitoring.
- January 30, 2026: The district sent another letter restating the concern and the school's noncompliance with this requirement.
- March 2026: The CIP submitted by SVS as evidence was a 2024-25 plan.
- At the March 11 LCSD board meeting, SVS stated that it was in compliance with this requirement and needed to write the 2026-27 plan. No 2025-26 plan was submitted. SVS said it would have a submitted plan by March 30, 2026.
- March 31, 2026: The school stated that it has made progress in reading year over year in STAR testing, math is low, so they have contracted with the Teachers Development Group, they are working with LBLESD to address writing, and DIBELS data shows improvement from the previous year. New information the school submitted:
 - A February 2025 presentation showing mixed results from 2023-24 to 2024-25 in STAR, and a cohort analysis for MOY testing that showed mostly negative trends. Growth was shown in Houghton-Mifflin Harcourt (HMH) math between

- BOY and MOY in both the 2023-24 and 2024-25 school years. Students made progress in HMH math between BOY and EOY in 2024-25. The report was a pdf of a presentation, and some pages were illegible.
- A DIBELS benchmark performance report drawn in March, which showed the MOY comparisons between 2024-25 and 2025-26. Data reflected the following:
 - Whole school data showed growth in 7 of 8 measures.
 - Kindergarten data showed the percentage of students well below benchmark was higher in 2025-26 in 3 of 5 measures.
 - First grade data showed the percentage of students well below benchmark was higher in 2025-26 in 2 of 7 measures.
 - Second grade data showed the percentage of students well below benchmark was higher in 2025-26 in 5 of 6 measures.
 - Third grade data showed the percentage of students well below benchmark was higher in 2025-26 in 4 of 6 measures.
 - Fourth grade data showed the percentage of students well below benchmark was higher in 2025-26 in 0 of 3 measures.
 - Fifth grade data showed the percentage of students well below benchmark was higher in 2025-26 in 1 of 3 measures.
 - Sixth grade data showed the percentage of students well below benchmark was higher in 2025-26 in 0 of 3 measures.
 - The superintendent's progress report to the board on school goals from January 28, 2025. The report noted that 7 of 26 goals had been completed.
 - The superintendent's progress report to the board on school goals from February 25, 2025. The report noted that 7 of 26 goals had been completed.
 - A report on STAR data that compared MOY between 2023-24, 2024-25, and 2025-26. Growth was shown in all areas between 2023-24 and 2025-26 in reading. In math, 7 of 11 areas saw a decrease in performance between 2023-24 and 2025-26.
 - An undated report showing growth in the percentage of students' scores that had improved from BOY to EOY.
 - A progress report on the 2024-25 CIP. Goal attainment was positive in some areas and mixed in others.

Analysis

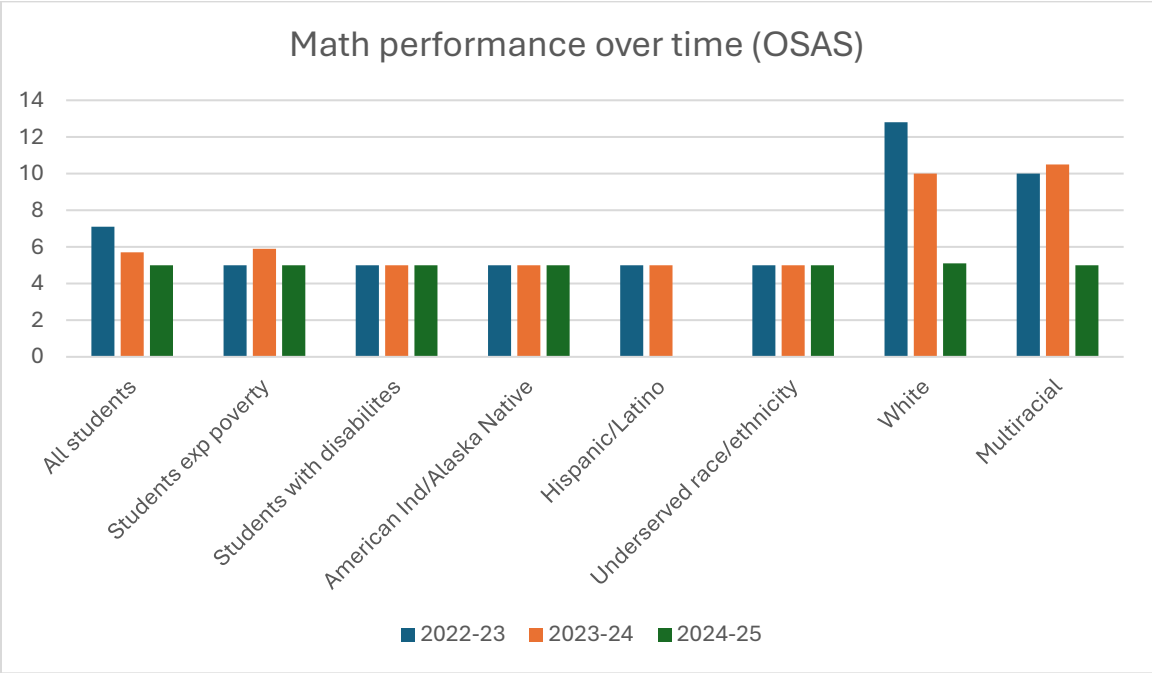
SVS has been a school identified for Targeted Support and Intervention since 2021-22. Given that the school is at Level 1 in many areas of the state report card, the district has required that all areas be at Level 2, or the school needs to show progress on internal assessments.

The following graphs represent the school's performance reported on the state report card since the 2022-23 school year, disaggregated by student group:



(No reportable data for Hispanic/Latino students in 2024-25.)

The school was rated Level 1 in ELA for all student groups except White students rated at Level 2.



(No reportable data for Hispanic/Latino students in 2024-25.)

The school was rated Level 1 in Math for all student groups except White and Multiracial students rated at Level 2.

For many student groups, there has been no progress over time. For others, performance has decreased since 2022-23.

For internal assessments, growth data has been mixed.

At the March 11 LCSD board meeting, the school said it was in compliance with this requirement and needed to write the 2026-27 academic performance plan. Given the school's low performance over time and lack of a required current plan, this section appears to be noncompliant.

Attendance

District concern from January 30, 2026 letter:

“SVS previously established a goal to increase attendance. However, as of June 2025, SVS’ regular attendance rate was 39.9%. An improvement plan must be drafted and submitted to LCSD. The plan must be comprehensive and may include strategies such as specific parent outreach, modification of the school day and/or school year calendar, and dedication of resources to ensuring that students are attending school. The plan must include specific dates for implementation of each component, as well as specific quantitative targets and dates for meeting each of those targets.”

- October 2023: The district first notified SVS of its concerns about its attendance.
- June 2025: SVS’s attendance rate was 39.9%.
- July 21, 2025: The district sent a letter restating the concern and the school’s noncompliance with this requirement.
- August 21, 2025: SVS said that staff met on August 18 to review data, the school was getting coaching from ODE, and they were working directly with TAPP.
- November 3, 2025: SVS sent the district a plan to improve attendance.
- December 15, 2025: District staff and TAPP met with SVS to discuss the attendance plan and tracking and reengagement systems that were not in place.
- December 18, 2025: The school said it was beginning attendance meetings and would send the calendar of these meetings to the district superintendent.
- January 21, 2026: The district reviewed the November plan and found that it was not implemented and that attendance teams were not meeting.
- January 30, 2026: The district sent another letter restating the concern and the school’s noncompliance with this requirement.
- February 25, 2026: The school reported that it had held an attendance meeting that day, and administration would be holding staff accountable for documentation of plan implementation. The district required an updated attendance plan, documentation of procedures, examples of call logs, and a written directive outlining teacher expectations.
- February 26, 2026: There was confusion about calculation of attendance since the school follows a block schedule.
- March 2026: The school reported that regular attenders had increased from 39.9% to 46.6% since August. The 2025-26 goal set by SVS for regular attenders is 45.5%, which

is the lowest in the district. According to a report generated by the district, the attendance rate was 39.1% in February.

- At the March 11 LCSD board meeting, SVS stated that incentive programs had been in place since March 5, systems were in place, and attendance would be part of the CIP. SVS stated it was in compliance with this requirement.
- March 31, 2026: The school submitted attendance meeting agendas from Feb 25, March 4, March 11, and March 18 as well as attendance call logs from March 17, and a brief “Attendance Strategy Map” that provided strategies for Tiers 1, 2, and 3. Some of these strategies were vague; for example, “positive school climate” and “collaborative attendance plans”.

Analysis

SVS has been out of compliance with this section for almost a year, according to the documentation reviewed for this report, and the district has stated its concerns about performance in this area since 2023. A plan submitted by the school in November was not implemented. The percentage of regular attenders is the lowest in the district and data directly from the school does not appear to be accurate. The school submitted a plan in March and a staff memo outlining teacher expectations. Regular attendance meetings began in late February and call logs were provided. While the school appears to have complied with the reporting requirements recently, low performance and historical lack of compliance should be taken into account when determining if this section meets standard.

Graduation

District concern from January 30, 2026 letter:

“While the SVS graduation rate had been reported by ODE at 100%, due to other metrics reported and the fact that SVS has been designated as a Targeted Support and Improvement School, the accuracy of this information needs to be verified, and any supporting evidence must be cited and documented. The 2023-2024 graduation rate reported by ODE was 67%. The 9th Grade On Track rate was 78% (an improvement from the 2022-2023 rate of 28%). Both of these data points need monthly monitoring and documentation.”

- October 2023: The district first notified SVS of its concerns about its graduation rate.
- For the 2023-24 school year SVS reported its graduation rate as 100%, but ODE data showed it as 67% with 9th grade on-track being 78%.
- In 2025, ODE reported graduation rate as 80% and 75% 5-year completion.
- July 21, 2025: The district sent a letter restating the concern and the school’s noncompliance with this requirement.
- December 2025: Some students had no grades entered into Synergy.
- December 18, 2025: The school said it would hold a meeting on January 23 and would be looking at spelling and vocabulary, and administration would be observing teachers in the classroom.
- January 30, 2026: The district sent another letter restating the concern and the school’s noncompliance with this requirement.

- February 25, 2026: The school reported a graduation rate of 67%, which the district felt was more accurate. They stated that staff duties were being reassigned to focus on 9th grade on-track.
- The district required the school to submit agendas and minutes of meetings regarding graduation, and documented action plans.
- March 2026: The school submitted a sample course plan for a student with credits completed and needed. SVS also submitted minutes for 9th grade on-track meetings from February 5, 12, and 19. They submitted a Freshman Success Framework detailing the roles and responsibilities for the principal, team lead, and the success team.
- At the March 11 LCSD board meeting, SVS stated that they were in compliance with this requirement.
- March 31, 2026: The school submitted the ODE report regarding 9th grade on-track percentages. ODE reports that over 95% of students were on track in the 2024-25 school year.

Analysis

The district has stated its concerns about performance in this area since 2023. The school recently submitted required plans. However, there are still concerns about how the school reports data and the accuracy of the data reported. One example of this is a reported percentage of 9th grade on track of over 95% when considering that the graduation rate is 67%. If these figures are accurate, the district should require the school to conduct an analysis of this gap. While SVS appears to be in compliance with the district's requirements, the district should consider auditing how the school inputs student data and how often.

Financial reporting

District concern from January 30, 2026 letter:

“SVS must ensure that financial reporting is timely. Long-term financial health indicators continue to need to be examined. It is uncertain if grant funds, Siletz Tribal Charitable Trust (STCT) and Charter Equity are budgeted accurately for the 2025-2026 school year. Updated budget documents must be submitted with a narrative providing clarity around anticipated funds.”

- October 2023: The district first notified SVS of its concerns about its financial reporting.
- July 21, 2025: The district sent a letter restating the concern and the school's noncompliance with this requirement.
- August 21, 2025: SVS stated that its financials were not being reported, they had not received the new charter Equity grant amount and were pausing consumable spending and leaving a Charter Equity position open.
- January 30, 2026: The district sent another letter restating the concern and the school's noncompliance with this requirement. It also noted that the school accepted a check from CTSI for a new wrestling room that was a violation of the lease and had to return it.
- February 10, 2026: The district requested updated budgets and corrected CSI/TSI funding.

- February 25, 2026: SVS said it was considering transferring business services to LBLESD. The district reminded the school that CSI/TSI allocations required correction and directed them to consult with ODE.
- March 5, 2026: SVS submitted updated budgets and corrected CSI/TSI funding.
- March 2026: The school submitted an undated letter stating they had sent an invoice for Outdoor School expenses. They committed to send a bill to the district for items bought for HDT.
- At the March 11 LCSD board meeting, SVS stated that they were in compliance with this requirement.

Analysis

The district has stated its concerns about performance in this area since 2023. The following information is taken from an analysis of financial audits from 2025, 2024, and 2023:

The auditor noted that the school did not submit a management letter in 2023, 2024, or 2025.

The school exhibits strong short-term liquidity and a robust cash position, as evidenced by a current ratio of 7.09 and 177 days of unrestricted cash on hand.

However, the long-term financial outlook is more complex. The school maintains a high debt-to-asset ratio of 0.90, indicating a highly leveraged position that may limit future borrowing capacity or facility improvements. Furthermore, while the school shows a healthy multi-year cash flow, the current fiscal year saw a negative cash flow of \$327,437 and a total margin of 0.3%.

The school appears currently stable due to significant cash reserves, but the combination of high leverage and a recent shift toward negative cash flow warrants close monitoring to ensure long-term fiscal sustainability is not compromised. While the school appears to have complied with the reporting requirements recently, historical lack of compliance should be taken into account when determining if this section meets standard.

Public meetings laws

District concern from January 30, 2026 letter:

“Oregon Public Meetings Laws must be followed, including but not limited to timely meeting notice and agenda publication, public posting of minutes, and recordings of meetings. From this point forward, SVS must document its compliance for every board meeting and submit this documentation to LCSD on a monthly basis.”

- July 21, 2025: The district sent a letter stating the concern and the school’s noncompliance with this requirement.
- August 21, 2025: SVS said they had a new website as of August 5 and had posted everything that was required. They also noted that they had received training by OSBA on August 13.
- December 18, 2025: The district sent a reminder restating the concern and the school’s noncompliance with this requirement.
- January 21, 2026: The district sent a reminder restating the concern and the school’s noncompliance with this requirement.

- January 30, 2026: The district sent another letter restating the concern and the school's noncompliance with this requirement.
- At the March 11 LCSD board meeting, SVS stated that they were in compliance with this requirement.

Analysis

No public virtual links to the meetings are posted as of the writing of this report (ORS 192.670 (3)(a)). Minutes do not contain votes by name for each board member (ORS 192.650(1)(c)). Minutes are minimal and do not provide information as to the substance of the conversation for agenda items; they appear to be an expanded agenda (ORS 192.650(1)(d)). This section appears to be noncompliant.

Student discipline

District concern from January 30, 2026 letter:

“SVS staff have demonstrated a lack of understanding in student management and discipline procedures, including up to suspension and expulsion. Immediate concerns have been raised in understanding manifestation needs, Oregon weapons laws, the ability to investigate complaints about student behavior, and due process. Monthly discipline data and investigation notes must now be reviewed by building administration and LCSD district staff.”

- December 18, 2025: The district and the school discussed the school's judgment in applying discipline and the district noted that the school lacked a discipline matrix.
- January 30, 2026: The district sent another letter restating the concern and the school's noncompliance with this requirement.
- February 20, 2026: The school held a meeting regarding discipline. Minutes of the meeting noted discussion of relationships and reviewing policy.
- February 26, 2026: The district provided training on disciplinary procedures for SpEd students.
- March 2026: The school submitted a link to its handbooks and a discipline meeting on February 20 as evidence of compliance. The handbook is from 2024-25 and nothing additional has been posted.
 - The staff handbook states: “Each student who is being provided educational services through an Individualized Education Program (IEP) is subject to public charter school discipline regulations unless, as provided by law, specific behavioral concerns are addressed as part of the student's IEP. Teachers are expected to work cooperatively with special education staff to resolve any concerns regarding the conduct and discipline of a student with disabilities.”
 - Concerns regarding this statement include:
 - The handbook fails to mention the mandatory requirement under OAR 581-015-2420 to conduct a manifestation determination within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct.
 - By characterizing the management of students with disabilities as a “cooperative” effort between staff, the handbook could be seen to misrepresent a mandatory legal obligation as a professional suggestion. IDEA requires that the school *must* implement the behavioral

- interventions and supports as written in the IEP, not as a discretionary or "cooperative" resolution.
- The family handbook states: "When considering student disciplinary procedures that may result in removal of the student, the school follows all special education and 504 plan procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) if:
 - The student is receiving individualized education program (IEP) services;
 - The student has not yet been identified as a student with a disability but the district had knowledge that the student had a disability and needed special education. For more information, please refer to SVCS Policy: JGDA/JGEA & JGDA/JGEA-AR"
- Concerns regarding this statement include:
 - While the handbook mentions following "504 plan procedures," it fails to explicitly state that students with 504 plans are entitled to a manifestation determination review for disciplinary changes in placement, just like students with IEPs.
 - The handbook's criteria for students "not yet identified" may imply that the school must have already concluded the student needed special education.
- At the March 11 LCSD board meeting, SVS stated that they were in compliance with this requirement.

Analysis

The district's concerns include the school's lack of understanding of suspension, expulsion, manifestation requirements, Oregon weapons laws, and due process. The evidence presented by SVS is not sufficient to determine compliance with this requirement. The district should seek legal advice.

Special education

District concern from January 30, 2026 letter:

"Although LCSD provides the special education instructional staff, SVS administration is still responsible for the proper implementation of special education processes. LCSD has provided training to SVS administration, but the required manifestation determination information was not provided to LCSD staff running a manifestation meeting, and emails were not responded to in a timely manner to support the team. SVS administrators must attend all special education trainings that take place with LCSD administrators. All emails from LCSD special education staff must be responded to within 24 hours."

- January 30, 2026: The district sent a letter stating the concern and the school's noncompliance with this requirement.
- March 2026: As evidence of compliance, SVS submitted a flyer from LBLESD on safety training and an email that was an invitation to a February 26 meeting on discipline considerations training. SVS noted that the principal attended this meeting. The school superintendent did not.

- At the March 11 LCSD board meeting, SVS stated that the school superintendent was enrolled in an LBL threat assessment workshop scheduled for April 28 and 29 and that they were in compliance with this requirement. The district should seek legal advice.

Analysis

No evidence was submitted to demonstrate that SVS is submitting manifestation determination information, or that responses to LCSD special education staff is timely. The evidence presented by SVS is not sufficient to determine compliance with this requirement. The district should seek legal advice.

Cybersecurity

This concern was not included in the January 30, 2026 letter

The charter contract says the following: “SVS at its own expense, agrees to take adequate steps to ensure the security of its technology systems which have connections to District’s technology systems, including but not limited to student information systems, online curriculum, accounting systems and any other electronic data storage system that may expose the personally identifiable information of District students or staff.”

- March 2026: The district conducted a cybersecurity verification based on PACE insurance requirements. SVS was out of compliance with these requirements.
- Ten areas were examined in the verification process; SVS was found noncompliant in 8 of 10 areas.

Analysis

While the SVS administration agreed to follow up on a number of the noncompliant areas, this contract requirement appears to be noncompliant.

Conclusion

A comprehensive review of the evidence presented and the historical record since 2023 indicates a persistent pattern of systemic noncompliance at Siletz Valley Schools. While the school has recently submitted various documents following the January 30, 2026, notice, these submissions do not appear to remediate long-standing deficiencies in critical operational areas.

The school remains out of compliance with high-stakes requirements that impact school-wide systems and student services, notably in cybersecurity, facilities maintenance, and special education/discipline protocols. Additionally, SVS has not demonstrated a sustained ability to meet fundamental obligations regarding English Learner services or Oregon Public Meetings Law.

From an organizational standpoint, a charter school is expected to maintain consistent compliance throughout the contract term. The evidence of recurring missed deadlines, inaccurate data reporting, and unimplemented improvement plans suggests that SVS currently lacks the administrative capacity to meet the performance and compliance standards established in its charter contract.

Note: This report and the recommendations contained within represent a professional administrative analysis and do not constitute legal advice. Before taking any formal action on a charter contract, the district should consult with legal counsel.

THE
HUNGERFORD LAW FIRM
ATTORNEYS AT LAW

To: Majalise Tolan, Lincoln County School District
From: Andrea Hungerford
Date: April 7, 2025
Re: April 2026 OSBA Analysis of Siletz Valley Schools Compliance

The above-referenced document advised the District to seek the advice of legal counsel with regard to specified areas of concern addressed by the analysis. This memo addresses each of those areas of concern.

Bylaws: The Charter bylaws currently provide for a process for the distribution of assets upon dissolution, but fail to note that any assets purchased with public funds shall be given to the State Board of Education, in compliance with ORS 338.105(6)(a). The bylaws minimally address how the board votes (by a majority so long as a quorum is present) and that it will comply with public meetings laws, but fails to address the board's responsibility to hire an administrator, and how the board will address conflicts of interest. The bylaws are not legally compliant.

Discipline: The staff handbook does not adequately explain or address how discipline will be addressed for students with disabilities; the minimal information in the staff handbook is incomplete and not in compliance with state and federal law, as set forth in the OSBA analysis. Further, the family handbook does not sufficiently explain the procedures and protections afforded to students identified under Section 504 or the IDEA, or in the process of being identified. While the family handbook does address suspension, expulsion, and due process, the information is minimal and does not demonstrate a sufficient process or understanding of the legal requirements. There is no other documentation of the Charter's disciplinary process or procedures, other than a single page of Discipline Committee Meeting minutes (2/20/26), which does not address any of these issues.

While the Charter compliance document states that a discipline committee has been formed to review policies and create processes and systems, there is no evidence that any of these steps have been initiated, much less completed, and thus no evidence that the Charter has taken sufficient steps to ensure that its disciplinary procedures are clear, documented, and in compliance with state and federal law. Given historical concerns, the lack of documentation, and the lack of evidence that any progress has been made to address these concerns, this area continues to be legally out of compliance.

Special Education: Overall, evidence of legal compliance is severely lacking in this area. There is insufficient information as to how the Charter is fulfilling its child find obligations, how it collects data necessary to process special education referrals, how it ensures that its staff are in

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possession of information necessary to implement students' accommodations and modifications, how it monitors the implementation of accommodations and modifications, and the responsibility of its staff to attend IEP meetings and contribute relevant information.

At a minimum, to address the specific concern articulated by the District regarding manifestation procedures, it would be expected that the Charter would have developed written procedures to distribute to staff, and related staff training. To date, the only evidence submitted by the Charter is a flyer for an LBL ESD training in risk assessment (for a date in late April) and an invitation to a Feb. 26th training. There is no evidence that following the Feb. 26th training, the Charter staff took steps to draft and/or revise relevant procedures. The Charter has not adequately addressed or documented progress toward correcting this deficiency.

In sum, the three areas in which OSBA advises the District to seek legal counsel have not been addressed sufficiently to bring the Charter into legal compliance.

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Siletz Valley School Timeline of Compliance Concern and Notification 2022-2026

July 2022: Kristin Miles from the Oregon School Board's Association reaches out to Alissa Lane, Kim Cusick, and Majalise Tolan to schedule an interview to learn about Siletz Valley School based on LCSD Superintendent Dr. Karen Gray's recommendation. Lincoln County School District entered an agreement with OSBA to complete a comprehensive review of Siletz Valley Charter School.

December 2022: OSBA Report is completed and sent to Casey Jackson and Dr. Karen Gray.

February 2023: Casey Jackson and Siletz Valley School Board Chair Stuart Whitehead, LCSD Board Chair Liz Martin, LCSD Board Vice Chair Peter Vince, Dr. Karen Gray, Susan VanLiew, and Majalise Tolan met to discuss the Oregon School Board Association's Annual Performance Framework and Report for Siletz Valley Charter.

October 2023: Casey Jackson, Superintendent, returns from leave and meets with Kent Rilatos, SVS administrator, and Majalise Tolan to discuss the OSBA Report.

October 2023: Kent Rilatos notifies LCSD that he is the Interim Superintendent. He will be reviewing the charter agreement and looking for support/assistance from LCSD.

November 2023: Dr. Majalise Tolan met with Siletz Valley School Board Chair Will Worman to discuss concerns that the OSBA Compliance Report was not complete.

December 2023: Dr. Majalise Tolan met with Casey Jackson to review updates on the OSBA Report Compliance Chart.

January 2024: Ginger Redlinger becomes Superintendent. OSBA updates are shared. All Admin meetings are attended.

February 2024: Dr. Majalise Tolan met with Ginger Redlinger and Kent Rilatos to review the annual charter renewal and the OSBA Annual Performance Framework.

February 2024: Ginger Redlinger submits the updated OSBA Compliance Report document as part of Charter Renewal.

June 2024: LCSD renews Charter Agreement with SVS.

May 2025: Facility, financial reporting, and teacher licensure questions begin.

June 2025: Debra Barnes becomes Interim Superintendent. Emails to confirm she is working with the Board Chair (Will Worman) on issues.

July 2025: Due to ongoing concerns, LCSD reviews the compliance report and issues a non-compliance letter. Monthly compliance checks begin. Majalise Tolan attended a Board meeting that was not noticed correctly, so she could only meet with three Board members to express concern about the status of the school.

August 2025: Siletz Valley School (Debra Barnes) responds with a timeline for compliance.

August 2025: Majalise Tolan shares an update about the July letter issued to Siletz Valley School at an LCSD Board of Directors Business Meeting.

September 2025: LCSD publishes SVS response to the July non-compliance letter received in August in the Board Packet as part of the LCSD Business Board Meeting.

September 2025: Majalise Tolan met with Debra Barnes and Lenora Hall, the new superintendent, to discuss the OSBA report and compliance letter.

October 2025: Majalise Tolan attends the Confederated Tribes of Siletz Indians Tribal Council Meeting and shares information about the non-compliance letter issued in July.

November 2025: Superintendent Lenora Hall presents a 2025-2026 SIP as part of the Siletz Valley School Annual Update to the LCSD Board of Directors.

December 2025: Measurable progress on the plan submitted in August has not been made.

January 2026: LCSD issues 2nd letter with 60-Day notification. Present: Lenora Hall, Jenifer Metcalf, Peter Vince, Majalise Tolan, and Alissa Lane. Alissa Lane was asked to attend by Majalise Tolan as CTSI Tribal Liaison. All parties agreed to the Tribal Liaison being present.

February 2026: Majalise Tolan attends the Confederated Tribes of Siletz Indians Tribal Council Meeting and shares information about the compliance letter and 60-day termination requirement notice issued in January.

February 2026: Majalise Tolan shares compliance concerns with the LCSD School Board during the Business Meeting and informs them of the 60-day notification required to end a charter agreement. LCSD provides a coach who will meet with the SVS administration weekly.

March 2026: Lenora Hall and Debra Barnes present an update on charter compliance at the LCSD Board Meeting.

March 2026: Debra Barnes becomes Acting Superintendent. Barnes requests a Public Hearing as authorized by Charter Law.

March 2026: SVS participates in a 30-minute Public Hearing. An additional 20 minutes are given because of the LCSD Board questions. An additional 15 minutes are allocated for submitted blue cards for public comment.

Lincoln County School District Support Provided to SVS: 2023-2026

During the Public Hearing, concerns were raised that school leadership was unaware of compliance issues until July and that LCSD should provide more support. A summary of support provided in compliance areas is below:

ELL/ML Plan

Support was provided through communication regarding English Learner (EL) services for students and the sharing of ELPA testing information, including modules, training, and materials like headphone specifications. Staff received follow-up and planning documents for ELPA testing and assistance in clearing up misunderstandings regarding the student information system's (Synergy) EL screen. Guidance was given on parent notification requirements for the ELPA summative and the parent denial/waiver process. The district recommended a process for office staff to review Language Use surveys and screen students who qualify for services, followed by the next steps for support strategies.

Teacher Licensure

Administrators were notified about two teachers having licensure issues, which prompted a review of the compliance report and immediate correction by the school. The district staff also followed up to confirm if the state teacher standards agency (TSPC) was notified about the issues.

Bylaws

A plan for bylaw approval was submitted by a school representative.

Facilities

Facilities support included both short-term actions and long-range planning, starting with the removal of the existing playground for safety reasons and communicating about a new one. Support for long-term planning involved sharing the LCSD-provided BRIC Architecture Long-Term Facility Study and reviewing the submitted Long-Term Facility Improvement Plan, which was submitted over a year later. Support was provided on how to write Requests for Proposals (RFPs). Financial guidance was provided on how to spend CET Maintenance funds, clarifying that preapproval for projects is required to ensure eligibility for reimbursement and that project summaries with estimated costs must be submitted. Other facility-related support was given for security equipment advice, like lockdown window shades and Knox boxes.

Deliverables

The district frequently requested and followed up on required documentation and invoicing for various grants, including Title I (which included quarterly claims, time and effort documents, and budget artifacts), ESSER III, 21st Century, Indian Ed, Outdoor School, and High Dosage

Tutoring (HDT). The district assisted with CSI/TSI grants by helping submit the plan to the state agency, requesting budgets, and correcting funding status. Guidance included notifications of remaining funds, reporting deadlines, and data needs for federal reports. Reimbursement issues were addressed, such as a reduced invoice for late playground installation and notification that unclaimed Title I funds could become a carryover.

Academic Performance

Support was coordinated for teachers, including follow-up to provide support in math instruction and model classrooms after walk-throughs. Staff reviewed Reading Benchmark Data and recommended that administrators meet with teachers to plan for intensification of core reading instruction. Assistance was offered in applying for the Oregon Comprehensive Literacy State Development Grant. Support was provided for reviewing and writing the school improvement plan. Support for the use of the Synergy Student Information System included unique Siletz support, such as creating custom elementary report cards and adding courses to the course catalog as requested.

Attendance

Ongoing TAPP support was provided, including help with the reporting system (Synergy) reports and availability for weekly attendance meetings. Staff conducted multiple check-ins, provided on-site support, and delivered training on attendance processes, including the 3-10 report and 10-Day/Attendance Letter review. Support was given for enrollment issues and reviewing the start-of-year process. Meetings were held to review attendance processes and reports, offering documents on attendance campaigns and intervention menus. Guidance was also given on complex attendance issues such as the 6th-grade transition, manual attendance, correcting code misuse, and training on the attendance verification screen.

Graduation

Guidance was provided on the new state graduation requirements. Clarification on awarding a modified diploma to students on a 504 plan was given, and a proposed alternative education program was reviewed against district guidelines for modified diploma options. Reminders were given on the importance of entering grades to ensure accurate data reporting when looking at things such as 9th-Grade-On Track reports.

Financial Reporting

The district regularly sent remittance information for all payments. They received annual audited financial statements and requested the required documents, like the annual charter reporting document, adopted budget, and certificates of insurance. Financial staff offered support regarding transportation contract increases. Training and resources were provided, including an overview of charter funding, charter contract details, and cash flow management documents. The district also provided updates on State School Fund (SSF) reductions and offered assistance with budget questions.

Public Meeting Laws

Board training was led by OSBA staff. LCSD staff sent reminders for recordings to be posted on the school website and noted that Board Meeting minutes, agendas, and audio recordings were still not posted.

Student Discipline

Support was provided for resolving a behavioral issue on a field trip. LCSD staff offered consultation, guidance, documentation, policies, and procedures related to threat assessments and a weapons incident. They also provided training and virtual/in-person support for behavior systems, discipline processes (suspensions, incident entry), and Synergy incident reporting. Resources, including a behavior handbook, were provided.

Special Education

Support included regular meetings and consultations to discuss special education processes, procedures, and statutory requirements such as "Child Find". Guidance was provided on complex issues like student placement changes for behavioral issues, releasing students to their home school, and the proper enrollment of students with special education status. Staff clarified that special education evaluations are provided at no cost to the school or parent, following a reported denial. Training and resources were shared on differentiation of instruction, disciplinary procedures, Child Find, and IDEA requirements. Staff also provided clarification on modified diploma options related to 504 plans and a proposed alternative education program.

Cybersecurity

LCSD developed an MOU with SVS to provide technology and cybersecurity support. More recently, the LCSD Tech Department began assisting with immediate technology needs, such as updating Chromebooks for state testing. A significant effort focused on compliance and infrastructure, with LCSD starting the process to bring SVS's E-rate management under LCSD control and receiving permission to work with the E-rate funds. A tech visit and network audit in February 2026 confirmed SVS was out of compliance with specific cybersecurity standards, issues that LCSD is currently addressing through a cybersecurity verification and is working to improve.

Lincoln County School District
Board of Directors - Business Meeting of the Board April 14, 2026
Supporting Documentation for Action Item 11.d.2

Summary: Areas of Siletz Valley Charter Non-compliance

Statutory requirement for termination vote: ORS 338.105(a-f) sets forth the permissible bases for termination of a charter. Siletz Valley Schools are non-compliant in sections a-c.

(a) Failure to meet the terms of an approved charter or this chapter.

- Contractual Noncompliance (Instructional): SVS has operated without an approved English Learner (EL) plan for several years, which is a failure to follow ORS 336.079 through 336.082 as required by Section 4(K) of the charter contract.
- Contractual Noncompliance (Operational): The charter contract requires SVS to ensure the security of technology systems, but a verification process found the school noncompliant in 8 of 10 areas.
- Facilities/Lease Agreement Failure: The school has failed to address ADA access requirements or ongoing maintenance, despite being legally responsible for maintenance pursuant to charter and lease agreements.
- Statutory Noncompliance: The school's bylaws regarding asset distribution violate ORS 338.105(6)(a) by stating that assets will be distributed to the district and other nonprofits upon closure, instead of being given to the State Board of Education.

(b) Failure to meet the requirements for student performance stated in the charter.

- Academic Performance: SVS has been a Targeted Support and Improvement (TSI) school since the 2021-22 school year, and results remain at "Level 1," the lowest tier of performance.
- Attendance: As of February 2026, SVS maintains a regular attendance rate of 39.1%, which is the lowest in the district and fails to meet targets set by the state and the district.

(c) Failure to correct a violation of a federal or state law that is described in ORS 338.115.

- Public Meetings Law (State Law): The school is noncompliant with ORS 192.670(3)(a) for failing to post public virtual links to meetings. Meeting minutes also fail to record votes by name (ORS 192.650(1)(c)) and do not provide the required substance of conversations (ORS 192.650(1)(d)).
- Special Education (Federal/State Law): Discipline protocols fail to mention the mandatory requirement under OAR 581-015-2420 to conduct a manifestation

determination within 10 school days for students with disabilities. Additionally, characterizing the management of students with disabilities as "cooperative" misrepresents the mandatory legal obligations of federal IDEA requirements.

- Asset Distribution (State Law): The school's bylaws violate ORS 338.105(6)(a) regarding the distribution of public-funded assets upon closure.

(d) Failure to maintain insurance as described in the charter.

(e) Failure to maintain financial stability.

(f) Failure to maintain, for one or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065.



Siletz Valley School

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

April 9, 2026

To: Lincoln County School District Superintendent, Dr. Majalise Tolan and the LCSD School Board and Kristin Miles OSBA
From: Siletz Valley School Principal/Acting-Superintendent, Debra Barnes

Siletz Valley School appreciates the opportunity to provide this update and respond to the identified areas of concern. Our staff, students, Board of Directors, and community remain firmly committed to our mission of providing a safe, welcoming, and high-quality educational environment where all students can thrive. As a public charter school, we value our partnership with the Lincoln County School District and recognize the importance of maintaining full compliance with state and contractual expectations.

Since the January 30, 2026 notice, the school has taken significant and measurable steps to address the identified concerns. The majority of items have been resolved or are in active stages of implementation, supported by strengthened internal systems, clearer protocols, and ongoing monitoring processes designed to ensure sustainability and continued compliance. Our focus extends beyond meeting minimum requirements; we are committed to building durable systems that support long-term student success and organizational effectiveness.

SVS respectfully asserts that it has demonstrated substantial compliance, good faith corrective action, and ongoing system improvement. The evidence supports continued operation under the charter with monitoring, rather than termination.

The following table outlines each area of concern, along with Siletz Valley School’s response and the corresponding supporting documentation and evidence.

Area of concern	March SVS Update	Supporting Documentation
<p>1 <u>ML/EL Plan</u></p> <p>SVS stated that an ELL plan was not applicable; however, all schools should have an ELL plan ready in case a student enrolls who qualifies for services. ELL students now attend SVS and current ELL plan implementation must be monitored.</p>	<p>A completed SVS ML/EL plan was submitted to ODE for <u>approval on February 22, 2026</u>. SVS understands the need and importance of such a plan being in place for its students. SVS was part of a cohort with ODE for assistance with the ML/EL plan beginning August 15, 2025. As of March 25, 2026, the review process has begun and SVS is working on updates to the plan. As of February 18, 2026, SVS is receiving the Language Use Survey file from LCSD, as needed in the ML/EL plan. <u>SVS is following the ML/EL plan.</u></p>	<ul style="list-style-type: none"> • SVS ML/EL Plan • Email to ODE for ELL Plan • ML/EL Timeline • Email from ODE Confirming Rcpt

SVS Response to OSBA comment:

SVS acknowledges that formal approval from ODE is pending; however, substantial compliance has been achieved. The school:

- Submitted a complete ML/EL plan to ODE (Feb 22, 2026)
- Is actively engaged in ODE’s review process
- Has begun implementation in good faith

Under Oregon and federal law, the standard is provision of services, not merely approval status. Evidence shows:

- Systems for identification (Language Use Survey)
- Service delivery aligned to draft plan
- Participation in ODE-supported cohort

Position:

This represents good faith compliance and active remediation, not willful noncompliance. Any deficiency is procedural and in the process of state approval, not a failure to serve students. Moreover, while SVS has prepared a plan and is awaiting approval of such plan by ODE, the charter agreement requires compliance with ORS 336.079 – 336.082, and rules adopted by the State Board of Education for implementing these statutes. SVS is in compliance with the requirements of the applicable statutes and rules and therefore is in compliance with the charter agreement. Handbooks will be updated once the plan is approved.

2 Teacher Licensure

Teachers' licensure has continued to be found out of compliance with TSPC. All teTeacher licenses must be compliant with TSPC and charter law at all times, effective immediately.

SVS is in compliance with TSPC licensure requirements and the charter. SVS compiles all educator license expiration dates at the beginning of each school year into a spreadsheet that is monitored by the Superintendent. In addition, SVS implemented Frontline for the 25-26 school year. This system tracks credentials and alerts employees and administrators at 90, 60, and 30 days before expiration.

- [Teacher Licensure](#)

SVS Response to OSBA comment:

- Active monitoring systems (Frontline + internal tracking)
- Proactive renewal notifications

Position:

Fully compliant. No ongoing violation exists.

3 Bylaws and Policies

Bylaws need to be updated. While this has been in process, it is unclear whether it has been completed and if bylaws

Bylaws were updated on May 2024 and are on the school website. This concern is resolved. SVS will continue to collaborate with OSBA to ensure compliance.

- [SVS Bylaws 2024](#)

<p>and policies are maintained and publicly accessible. A copy of the updated bylaws must be provided to LCSD, and all bylaws and policies must be updated and accessible to the public.</p>		
<p>SVS Response to OSBA comment:</p> <ul style="list-style-type: none"> • Updated and publicly posted bylaws (May 2024) • Is actively working with OSBA for refinement <p>Importantly:</p> <ul style="list-style-type: none"> • No evidence of harm, governance failure, or operational breakdown • Concerns cited are technical legal drafting issues, not functional noncompliance <p>Position:</p> <p>SVS disagrees that this issue constitutes a failure of charter compliance. SVS is working with legal counsel to further update the Bylaws to ensure alignment with state law to the extent further revisions are needed or recommended.</p>		
<p>4 Facility Concerns</p> <p>Facility concerns reported to LCSD by the SVS Board on May 5, 2025 included: Leaking ceilings, old pipes throughout the building, football grandstands are nearly condemnable, gyms are badly out of repair and need new siding (and likely more), ADA access needed, rusty fences, old heating (boiler needs to be replaced), single pane windows, doors that don't properly lock if active shooter protection is needed, bathrooms throughout need upgrading (like in LCSD schools). Pursuant to the charter and lease agreements, SVS is responsible for the maintenance and upkeep of the facility. In 2024, LCSD provided SVS with a long-term facility study. It is SVS' responsibility to develop, implement, and monitor its own long-term facility maintenance plan.</p>	<p><u>SVS has a Facility plan and received approval to move forward with accessing funding from LCSD.</u> SVS has completed an RFP for siding and roof repair. This will be presented at the April 2, 2026 Special Board Meeting. SVS is working with LCSD Facilities and Maintenance on the spending of the \$250,000 Construction Excise Tax funds.</p>	<ul style="list-style-type: none"> • Siletz Facility Plan • Draft RFP for April approval

SVS Response to OSBA comment:

SVS has demonstrated **material progress and active implementation**, including:

- Completed long-term facilities plan
- Submitted RFP
- Secured access to funding (Construction Excise Tax)
- Active coordination with district facilities team

Delays must be viewed in context:

- Capital improvements inherently require **phased, funded implementation**
- The charter does not require **immediate remediation of all capital deficiencies**, but rather a **plan and progress**

Position:

SVS is in **active compliance through implementation of a facilities plan**. Remaining concerns relate to **timeline and funding constraints**, not neglect or refusal.

5 Grants and Budgeting

Deliverables and required reporting (federal and state grants, and district programs) continue to be untimely, necessitating repeated reminders from LCSD staff. All reporting deadlines must consistently be met and documented.

SVS has corrected their internal miscommunications about budgeting and grant submissions are up to date. Personnel in charge of assisting with grant submissions will be reporting timelines during our weekly administration meetings, to ensure deadlines are met.

- [HDT Grant, Outdoor School](#)

SVS Response to OSBA comment:

SVS has:

- Corrected internal systems
- Established weekly monitoring protocols
- Brought all reporting current

Legally, compliance determinations must consider current status, not solely historical issues.

Position:

Legally, compliance determinations must consider current status and whether prior deficiencies or lack of compliance has been cured, which they have. Historical non-compliance, particularly where such alleged non-compliance occurred before charter renewal or have otherwise been fully cured, are insufficient to provide a basis for charter termination.

6 Academic Performance

Although a comprehensive plan to improve academic performance is in place, focused particularly on the areas which caused the State to designate SVS as a Targeted Support and Improvement School (TSI), most results have remained at Level 1, based on 2023-2024 ODE reporting. TSI results must show adequate improvement either through an increase to a Level 2 in all categories or similar progress on a nationally normed, locally administered, internal assessment (EasyCBM, Acadience, SBAC, DIBLES, iReady, etc.) Benchmarking and progress monitoring from local assessments must be reviewed with LCSD administration quarterly.

SVS has a Continuous Improvement Plan for 2025-2027. Benchmark data was shared with the SVS School Board twice during the 24-25 school year. During this 25-26 school year, data has been shared through the Superintendent Report, but a formal presentation is scheduled for April, 28,2026. SVS uses Renaissance STAR data (ODE approved) for benchmark testing. Although our Reading scores are low, they are improving year after year, by cohort. Our Math scores continue to stay low, so we contracted with the Teacher Development Group to make three visits and work with math teachers on planning, teaching and reflection. The SVS mClass, or DIBELs, data shows improvement from the previous year. STAR data and mClass data is provided to families during conferences. SVS is currently working with LBLESD on improving writing. The SVS Instructional Leadership Team (ILT) has been working with teachers to focus on specific writing skills on a weekly basis.

- [Continuous Improvement Plan](#)
- [Spring25 STAR Board Report](#)
- [Jan25 SuperBoardReport](#)
- [Dibels \(mClass\) MOY-2 year](#)
- [MOY 23-26 STAR Data](#)
- [Nov25BoardReport](#)
- [Teacher Development](#)

SVS Response to OSBA comment:

SVS disputes characterization of noncompliance:

- A multi-year Continuous Improvement Plan (2025–2027) exists
- Multiple valid assessment systems are in use (STAR, DIBELS)
- Documented growth trends, particularly in reading

Key legal point:

- Statute requires progress OR improvement, not immediate Level 2 status

Additionally:

- District requirement for universal Level 2 may exceed statutory baseline
- Growth data demonstrates good faith progress under TSI designation

Position:

SVS is meeting the legal standard of improvement efforts and documented progress. This is a performance issue, not a compliance violation.

7 Attendance

SVS previously established a goal to increase attendance. However, as of June 2025, SVS' regular attendance rate was 39.9%. An improvement plan must be drafted and submitted to LCSD. The plan must be comprehensive and may include strategies such as specific parent outreach, modification of the school day and/or school year calendar, and dedication of resources to ensuring that students are attending school. The plan must include specific dates for implementation of each component, as well as specific quantitative targets and dates for meeting each of those targets.

SVS has adopted and implemented an Attendance plan and processes to track and improve student attendance. SVS has been conducting weekly attendance meetings since February 25, 2026. The meetings include the principal, attendance clerk, registrar, student success advisor and TAPP coordinator on a regular basis (HELP coordinator will be attending regularly after break). SVS has included LCSD attendance mentor, LBLESD Regional Improvement and Engagement Liaison (HSS Grant), Indian Education Education Specialist and Superintendent, when available. SVS created an Attendance Framework that is more indepth and comprehensive than the initial plan turned into LCSD in August. SVS Attendance Clerk contacts each family that has an absent student and logs that information, so we can review trends. SVS is currently working with the Attendance Mentor about the nudge letters and how they can be updated with language to encourage improved attendance. SVS has made changes in how students are greeted that encourages a sense of belonging. SVS recognizes the generational trauma of school and seeks help from CTSI and TAPP to encourage our families with the lowest attendance percentage to remove barriers. SVS met with the Waldport Principal on March 3, 2026, to discuss what changes they made that are making a difference. The SVS attendance team will present those ideas to staff after Spring Break.

- [SVS 25-26 AttendanceFramework](#)
- [Attendance Mtg/Agendas](#)
- [Attendance Staff Memo](#)
- [Att Strategy Map](#)
- [Attendance Log example](#)

SVS Response to OSBA comment:

SVS has:

- Implemented a comprehensive attendance framework
- Established weekly attendance meetings
- Documented outreach (call logs)
- Increased attendance rates from baseline

Legal distinction:

- Compliance requires implementation of a plan, not immediate performance outcomes

Position:

SVS is in compliance through implementation and monitoring systems. Performance improvement is ongoing and demonstrable.

<p>8 Graduation Rate</p> <p>While the SVS graduation rate had been reported by ODE at 100%, due to other metrics reported and the fact that SVS has been designated as a Targeted Support and Improvement School, the accuracy of this information needs to be verified and any supporting evidence must be cited and documented. The 2023-2024 graduation rate reported by ODE was 67%. The 9th Grade On Track rate was 78% (an improvement from the 2022-2023 rate of 28%). Both of these data points need monthly monitoring and documentation.</p>	<p><u>SVS's On Track and Graduation rate has increased per the ODE 24-25 report card.</u> SVS has a 9th Grade On Track Team that began meeting weekly on February 5, 2026. The On Track team created a framework and actionable items to help students stay on track for graduation. SVS uses the new analytics systems in Synergy and has been working with Ross Davis at LBLESD to create a tracking sheet for all teachers to be able to use when working with their students. The On Track team has been reviewing tools accessible to all 9th graders that will aid in their success. This team will expand to include all HS grades after the start of 4th quarter. A February 3, 2026 memo to SVS teachers advised that grades are required to be entered weekly. The team will work with TAPP to ensure that grades can be seen/monitored.</p>	<ul style="list-style-type: none"> ● Course Tracker/Student ● 9th Grade on Track Minutes ● SVS 9th Grade Framework ● 9th Grade on Track - ODE ●
<p>SVS Response to OSBA comment:</p> <p>SVS has:</p> <ul style="list-style-type: none"> ● Implemented tracking systems (Synergy analytics) ● Established 9th Grade On-Track team ● Instituted weekly monitoring and staff accountability <p>Data discrepancies:</p> <ul style="list-style-type: none"> ● Reflect reporting methodology differences, not intentional misreporting ● Are being actively reconciled <p>Position:</p> <p>SVS is compliant with monitoring and reporting requirements, with continuous system improvements underway.</p>		
<p>9 Financial Reporting</p> <p>SVS must ensure that financial reporting is timely. Long-term financial health indicators continue to need to be examined. It is uncertain if grant funds, Siletz Tribal Charitable Trust and Charter Equity are budgeted accurately for the 2025-2026 school year. Updated budget documents must be submitted with a narrative providing clarity around anticipated funds.</p>	<p><u>SVS has an up to date budget.</u> SVS submitted the 25-26 budget to LCSD on June 17, 2025. Budget amendment documents were sent to LCSD following the March 17, 2026 SVS Board Meeting. STCT and Charter Equity grants continue to be budgeted accurately. HDT grant has been spent and invoiced to LCSD, as of March 26, 2026.</p>	<ul style="list-style-type: none"> ● HDT and Outdoor School ● Budget Email June2025

SVS Response to OSBA comment:

SVS:

- Submitted updated budgets
- Corrected grant allocations
- Demonstrates strong liquidity and cash reserves

Audit findings:

- No indication of insolvency or misuse of funds
- Concerns relate to long-term planning, not compliance failure

Position:

Currently compliant and financially stable, with appropriate corrective actions taken.

10 Public Meeting Law

Oregon Public Meetings Laws must be followed, including but not limited to timely meeting notice and agenda publication, public posting of minutes, and recordings of meetings. From this point forward, SVS must document its compliance for every board meeting, and submit this documentation to LCSD on a monthly basis.

SVS is aware of the requirements of Oregon Public Meeting law and will comply with the same. SVS is in the process of updating and maintaining the School Board Meeting page online. Many meetings and recordings have been updated to the website since March 5, 2026. Changes made have been so that minutes are now taken by one person and recordings are posted the day following the meeting.

- <https://siletzvalleyschool.specialdistrict.org/school-board>

SVS Response to OSBA comment:

SVS has:

- Updated website postings
- Implemented next-day recording publication
- Centralized minute-taking procedures

Legal standard:

- Requires substantial compliance and correction upon notice

Position:

SVS is in active remediation and current compliance trajectory. Any deficiencies are technical and being corrected, not systemic violations.

<p>11 Discipline</p> <p>SVS staff have demonstrated a lack of understanding in student management and discipline procedures, including up to suspension and expulsion. Immediate concerns have been raised in understanding manifestation needs, Oregon weapons laws, the ability to investigate complaints about student behavior, and due process. Monthly discipline data and investigation notes must now be reviewed by building administration and LCSD district staff.</p>	<p><u>SVS continues to follow board policies regarding discipline.</u> SVS administration has been working with LBLESD, COSA, and OSBA mentors, along with LCSD to ensure compliance with all discipline procedures and due process. A discipline committee has been formed to review policies, referrals and to create processes and systems that assist students with restorative practices and accountability.</p>	<ul style="list-style-type: none"> • Student Handbook • Discipline Mtg Minutes
<p>SVS Response to OSBA comment:</p> <p>SVS has:</p> <ul style="list-style-type: none"> • Participated in training (LCSD, LBLESD, OSBA) • Established discipline committee • Aligned practices with board policy <p>Key legal point:</p> <ul style="list-style-type: none"> • Standard is capacity and implementation, not perfection of documentation language <p>Position:</p> <p>SVS is actively compliant and improving systems, with no evidence of systemic denial of student rights.</p>		
<p>12 Special Education</p> <p>Although LCSD provides the special education instructional staff, SVS administration is still responsible for the proper implementation of special education processes. LCSD has provided training to SVS administration, but the required manifestation determination information was not provided to LCSD staff running a manifestation meeting, and emails were not responded to in a timely manner to support the team. SVS administrators must attend all special education training that takes place with LCSD administrators. All emails from LCSD special education staff must be responded to within 24 hours.</p>	<p><u>Manifestation Determination training was attended with LCSD on February 26, 2026.</u> SVS understands the importance of the manifestation determination meetings and is committed to working with the Special Education Department to ensure that all communication is responded to in a timely manner.</p>	<ul style="list-style-type: none"> • LBLESD Training Flyer • Discipline Training Invitation Response

SVS Response to OSBA comment:

SVS:

- Attended required manifestation determination training
- Is coordinating with district-provided SPED services
- Has committed to communication timelines

Important legal distinction:

- LCSD provides SPED staff → shared responsibility model
- No documented denial of FAPE (Free Appropriate Public Education)

Position:

Evidence shows good faith compliance and collaboration. Any gaps are procedural and being addressed, not violations of IDEA.

Cybersecurity - (added by OSBA)

This concern was not included in the January 30, 2026 letter

The charter contract says the following: “SVS at its own expense, agrees to take adequate steps to ensure the security of its technology systems which have connections to District’s technology systems, including but not limited to student information systems, online curriculum, accounting systems and any other electronic data storage system that may expose the personally identifiable information of District students or staff.”

SVS:

- Acknowledges deficiencies
- Has committed to corrective actions\
- Tech Department is now LCSD IT

Legal framing:

- This is a technical compliance area requiring remediation, not immediate grounds for termination unless unaddressed

Position:

In the remediation phase with commitment to compliance.

2. Charter School Resolution. BG- 1-4

LCSD and Siletz Valley Charter School Educational Options

Option A: Compliance

- All extra LCSD supports removed: monthly meetings end, LCSD provided coach ends, daily emails end, and weekly reports end
- Follow reporting requirements in LCSD and Siletz Valley School Charter and Lease Agreements

Budget: Significant funds would need to be reallocated to update the facility

Option B: Partial Compliance - Monitoring (Recommended if the current agreement and lease are not terminated.)

- Reinstate the July letter - monthly check-ins, remove the LCSD-provided coach, end daily emails, and end weekly reports
- Follow reporting requirements in LCSD and Siletz Valley School Charter and Lease Agreements

Budget: Significant funds would need to be reallocated to update the facility

Option C: End Charter Agreement - Closure

- LCSD continues all current support through June 30, 2026
- Close SVS as of June 30, 2026
- Community engagement and co-planning Spring sessions for integration with SVS and Toledo families, staff, students (consider 3rd party facilitator)
- Students transfer to Toledo Elem, Toledo Jr. Sr. High, or apply for variance to other LCSD schools, or apply to Eddyville
- Additional staff hired to support transition, family engagement/liaison, classrooms (as needed), etc.

Budget: ADMw funds transfer to LCSD. Transfer of any grant funds would need to be approved by grantees.

Option D: New Charter Agreement - Modified LCSD Support

- LCSD assumes charter responsibility - transition Spring 2026 while a new/viable entity engages in charter opening process.
- LCSD ends responsibility and support June 2027 and the new entity begins (if an approved charter is formed.)
- Potential transition plan built and rolled out during 2026-2027

Budget: Potential Cost for LCSD staff and SVS staff for Spring 2026 through August 1st for transition

Option E: LCSD Opens SVS

- SVS is closed as of June 30, 2026.
- LCSD opens SVS as a district school July 1, 2026.
- Planning for re-opening begins Spring 2026 with multiple collaborative meetings, community visioning, hiring, etc.
- Summer staff PD beyond FTE
- Foundational and skill-building intensive PD for all hired staff

Budget: LCSD staff cost for Spring 2026 through July 1.
Use any remaining cash in reserves for facility repairs
Develop Building 1-5-10 Year Plan for facility upgrades

Option F: SVS is reopened as an LCSD Charter School (Recommended if the current agreement and lease are terminated.)

- LCSD requests a 180-day charter application timeline waiver
- LCSD applies for a 501c3 as Lincoln County School District Charter Foundation in collaboration with the current SVS Board
- LCSD collaborates with a committee that will submit a charter proposal and application
- Summer staff PD beyond FTE for training, planning, and preparation
- Planning begins in Spring for re-opening with collaborative meetings, hiring, etc.
- Foundational and skill-building intensive PD for all hired staff
- Remaining ending fund balance used for repairs (if approved by ODE).
- Foundation begins work on capital campaign for 1-5-10 Year Plan for facility upgrades.

Budget: Summer staff PD beyond FTE for training, planning, and preparation
Remaining ending fund balance used for repairs (if approved by ODE).
Foundation begins work on capital campaign for 1-5-10 Year Plan for facility upgrades.

Option G: LCSD reopens as K-6

- SVS is closed as of June 30, 2026.
- LCSD opens SVS as a district K-6 school July 1, 2026.
- Summer staff PD beyond FTE

- Planning begins for re-opening Spring 2026 with multiple collaborative meetings, community visioning, hiring, etc.
- MS/HS go to Toledo Jr/Sr High, variance to any other LCSD school, or apply to Eddyville
- Foundational and skill-building intensive PD for all hired staff

Budget: Not viable with ADM to maintain programming.

Long Term Facility Study Cost to Repair (Based on BRIC Architecture Study and LCSD Estimates)

SILETZ COSTS TO REPAIR	
RECOMMENDATION	DOLLARS
PROVIDE NEW PLAY AREA AND EQUIPMENT (COMPLETED)	-
REPLACE DAMAGED WOOD SIDING AND PAINT ALL THE BUILDINGS	2,000,000
REPAINT ALL INTERIOR WALLS	750,000
REMODEL KITCHEN AND FOOD SERVICE SUPPORT AREA	350,000
UPGRADE EXTERIOR DOOR HARDWARE TO MEET CODE	50,000
INSTALL WINDOW COVERINGS AT ALL WINDOWS LACKING COVERINGS	50,000
REMODEL SCIENCE AND COMPUTER CLASSROOMS	500,000
REMOVE ORIGINAL BOILER	20,000
REPLACE ALL MECHANICAL/AIR HANDLING EQUIPMENT (EXCEPT BOILER)	1,000,000
REPLACE UNIT VENILATORS IN CLASSROOMS	500,000
REPLACE DUCTWORK	400,000
REPLACE INTERIOR LIGHTING AND ADD LIGHTING CONTROLS	500,000
REPLACE SITE LIGHTING AND POLES	400,000
UPGRADE ELECTRICAL DISTRIBUTION PANELS	750,000
REPLACE ELECTRIC PANELS IN GYMNASIUM	250,000
REPLACE ELECTRICAL WIRING THROUGHOUT THE BUILDING	3,000,000
ADD GENERATOR	600,000
REPLACE EXISTING FIRE ALARM SYSTEM	500,000
REPLACE EXISTING ANALOG CAMERAS AND DVR'S	450,000
PROVIDE DEDICATED SPACE FOR TELECOM ROOMS	30,000

REPLACE OUTDATED PROJECTORS WITH NEW TECHNOLOGY	100,000
ADD HARDWIRED LOCKDOWN BUTTONS	200,000
ADD 2-BUTTON CALL SWITCHES (TO COMPLY WITH ALYSSA'S LAW)	250,000
ADD WIRE MANAGEMENT TO TELECOM ROOMS	250,000
ADD NEW WINDOWS WHOLE BUILDING	2,500,000
TOTAL	15,400,000



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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RESOLUTION 2025-26-08

WHEREAS, the Lincoln County School District (LCSD) Board seeks to ensure educational stability for students in the Siletz community;

BE IT RESOLVED, that if the LCSD Board terminates the current Siletz Valley School charter and lease agreements:

1. New School Development: The Board directs the Superintendent to form a 501(c)(3) nonprofit to be eligible for a new charter school proposal.
2. Work directly with Oregon School Boards Association, Legal Counsel, and the Oregon Department of Education on requirements, options, and process.
3. Timeline: This process will aim for a school opening in the Fall of 2026 to serve Siletz students.
4. Reporting: The Superintendent will provide regular progress updates to both the LCSD Board and the current Siletz Valley School Board.

ADOPTED this 14th day of April, 2026.

Board Chair: _____

Clerk of the Board: _____

12. Items of Information & Discussion

a. Board

1. Public Comment (This time is reserved for general public comment to the Board). BG-4

b. Facilities & Maintenance/Transportation/Food Services

1. Rubber Surfacing for Elementary and Middle Schools. BG- 2 & 3

**LINCOLN COUNTY SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
April 14, 2026**

TOPIC: Rubber Surfacing

PREPARED BY: Annette Brooks-Flatt

WILL BE PRESENTED BY: Rich Belloni

TYPE OF ITEM: Consent Information Discussion Decision

DESCRIPTION OF AGENDA ITEM:

Lincoln County School District requested proposals for rubber surfacing at all elementary and middle schools.

We received 7 proposals

Innovista	\$575,595
AWPC	\$677,143
GameTime	\$695,085
Park N Play Northwest	\$752,354.37
All Play System	\$752,620.60
Northwest Playground	\$809,153.05
Ross Recreation Equipment	\$810,522.43

Faculties Rich Belloni is doing his diligence choosing the company. He will give a company at the board meeting.

Faculties Rich Belloni will ask the LCSD School Board to approve to award with a 7-day protest period on April 28, 2026

SUPERINTENDENT'S RECOMMENDATION:

ADDITIONAL MATERIAL Attached: Yes No Available: Yes No

- c. Other
 - 1. Meeting Takeaways
 - 2. Reminders/Announcements
- d. Adjournment

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

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 a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation that covered land in what is now Tillamook, Lincoln, Benton, Marion, and Coos Counties. 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.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.