

SEASIDE SCHOOL DISTRICT 10
2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

2024-2025 Board of Directors

Board Chair: Shannon Swedenborg

Board Vice-Chair: Katherine Davidson

Board Members: Sondra Gomez, Jason Haag,
Kevin LaCoste, Chuck Mattocks, and Brian Taylor

Superintendent: Susan Penrod

Regular Meeting

Tuesday, January 20, 2026 at 6:00 PM

Location: Secondary School Library AND Virtual

2600 Spruce Drive, Suite 200

Seaside, OR 97138

Meetings may be held in-person only, virtual only, or most commonly, in-person with an option to join virtually. Please check the location above for the specifics of this meeting. Information regarding virtual meeting access is available on our website Meetings page - <https://www.seaside.k12.or.us/meetings>.

An opportunity for public comment is generally included in meeting agendas. When public comment is included in the agenda, those wishing to speak before the Board will have the opportunity to do so during the designated Public Comment time(s). Speakers may offer objective criticism of school operations and programs; however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks anyone wishing to communicate a complaint of this nature to follow the process in Board policy [KL: Public Complaints](#).

Persons having requests for special needs and accommodations should contact the School District office at 2600 Spruce Drive, Suite 100, Seaside, OR 97138, 503-738-5591. Speech/hearing impaired individuals may reach the Oregon Relay Service by dialing 711. Requests should be made 48 hours in advance of the event.

1. **CALL TO ORDER**

Speaker(s): Board Chair

1.1. Acknowledgement of Board Members Present

1.2. Pledge of Allegiance

2. **AGENDA REVIEW**

3. **REPORTS**

3.1. OSEA NEGOTIATION UPDATE

Speaker(s): Brian Taylor

3.2. ACADEMIC PROGRESS REPORT - SEASIDE MIDDLE SCHOOL

Speaker(s): Wendy Crozier and Karolina Gage

Attachments:

MS Data Overview 25_26

Attachments}}

3.3. STAFF SAFETY REPORT

Speaker(s): Susan Penrod

	Attachments:	
	_January 20, 2026, Safety Report (2)	57
	Attachments}}	
3.4.	STUDENT BUSINESS	
	Speaker(s): Student Representative	
	Description: <i>This standing agenda item is for monthly reports from the SSD Student Reps. to the Board and for other requests/reports from students.</i>	
	Attachments:	
	Student Report - January 2026	59
	Attachments}}	
3.5.	SUPERINTENDENT’S REPORT	
	Speaker(s): Susan Penrod	
	Description: <i>This standing agenda item is for the Board to receive a monthly report from the Superintendent.</i>	
	Attachments:	
	January 20, 2026, Supt Report	66
	Attachments}}	
3.6.	BUSINESS & FISCAL SERVICES REPORT	
	Speaker(s): Susan Penrod	
	Description: <i>Description: This standing agenda item is for the Board to receive the monthly financial report from the Business Manager and other information relating to that department.</i>	
3.6.1.	Revenue & Expenditure by Function	
	Attachments:	
	December 2025 Board Report Function 1	69
	Attachments}}	
3.6.2.	Revenue & Expenditure by Object	
	Attachments:	
	December 2025 Board Report Object 2	70
	Attachments}}	
3.7.	SCHOOL REPORTS	
	Speaker(s): School Administrators	
	Description: <i>This standing agenda item is for the Board to receive brief informal monthly reports from school administrators regarding general business that does not warrant a formal report.</i>	
3.8.	CANNON BEACH ACADEMY REPORT	
	Speaker(s): MaryEllen Kiffe	
	Attachments:	
	Director’s Report 1_26	71
	Attachments}}	
3.9.	UNION REPORTS	
	Speaker(s): Union Representatives	
	Description: <i>This standing agenda item is to receive regular reports from Licensed and/or Classified union representatives.</i>	
4.	<u>PUBLIC COMMENT</u>	
	Description: <i>The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board’s role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct</i>	

the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.

5. **CONSENT AGENDA - Action**

Description: *To make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. If discussion is desired, any item placed on the Consent Agenda may be removed to Action items, at the request of any board member, before a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.*

5.1. Approve Minutes of the December 11, 2025 Regular Meeting of the School Board

Attachments:

Seaside SD 12-15-2025 SB Meeting Minutes 73
Attachments}}

5.2. Employment of Will Griffin - HS Natural Resources Assistant Advisor

Attachments:

Will Griffin -- Natural Resources Assistant 78
Attachments}}

6. **ACTION ITEMS**

6.1. Adoption of 2025-2026 Budget Calendar

Speaker(s): Susan Penrod

Attachments:

Budget Calendar 2025-2026 79
Attachments}}

6.2. NWRESD Local Service Plan Report and Authorization

Speaker(s): Susan Penrod

Attachments:

Seaside Comprehensive Local Service Plan 2026-27 Packet 81
Resolution #3 - NWRESD 2026-27 LSP.docx 80
Attachments}}

6.3. District Calendar 2026-2027

Speaker(s): Susan Penrod

Attachments:

2026-2027 SSD District Calendar - dual language 137
Attachments}}

6.4. Resignation of School Board Member Kevin LaCoste

Speaker(s): Kevin LaCoste and Susan Penrod

Attachments:

Resignation_Kevin LaCoste_Jan 2026 139
Attachments}}

6.5. Process and Timeline for Appointing a New School Board Member

Speaker(s): Susan Penrod

Attachments:

Seaside School District 2026 School Board Vacancy Application - Google Forms 141
School Board Vacancy 2026 Timeline 140
Attachments}}

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

Description: *This standing agenda item allows the Board to reflect upon statements made during public comment or topics covered and to share announcements or reports of their board-related activities.*

8. **INFORMATION ONLY**

8.1. Classified Employment Actions

Employment:

- Sophia Spotts/Substitute Custodian

8.2. Inactive Board Approved Volunteer Coaches:

- Paul Silka - Volunteer Coach/Swimming
- Johnathon Kenenounis - Volunteer Coach/HS Wrestling

8.3. BOARD POLICY/FIRST READING

Speaker(s): Susan Penrod

Description: These policy actions were recommended by the Oregon School Board Association (OSBA) as part of their Policy Plus service, typically as a result of new legislation or to revise outdated language. They are presented for a first reading and will be brought back in the following month for a second reading and adoption as needed.

8.3.1. KL - Public Complaints

Description: Recommend to delete old policy and re-adopt new policy.

Attachments:

KL D3 - Public Complaints (Old Version) 151

KL G4 - Public Complaints (New Version) 147

Attachments}}

8.3.2. KL-AR(1) - Public Complaint Procedure

Description: Recommend to delete old policy and re-adopt new policy.

Attachments:

KL R 1 D1 - Public Complaint Procedure (old version) 158

KL R 1 G1 - Public Complaint Procedure (new version) 154

Attachments}}

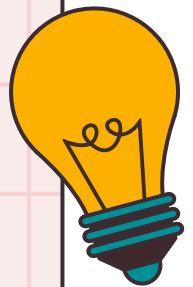
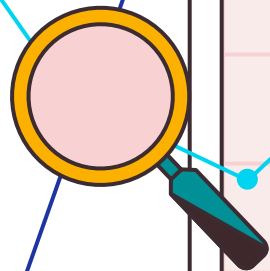
9. **ADJOURN**



2025/2026

MS Data Overview

Seaside Middle School Board Presentation





Agenda

01

Attendance

02

**Social Emotional
Learning (SEL)**

03

**Behavior &
Discipline**

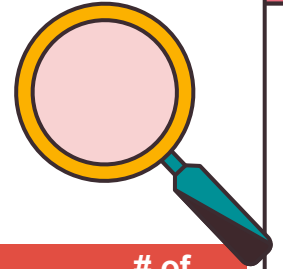
04

Academics
Math and Literacy





SMS Demographics



Grade	# of Students
6	105
7	125
8	105
TOTAL	335

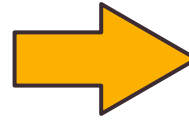
Race	# of Students	%
Black/African American	1	
American Indian/Alaskan Native	4	
Asian	7	
Two or More	22	
Hispanic	115	
White	185	
Native Hawaiian/Other Pacific Islander	1	.

Programs	# of Students
Post Monitored ELs	8
Gifted & Talented	24
Monitored ELs	27
504s	26
McKinney Vento	10
ELD	40
SPED	47

		Academics	Attendance	Behavior	SEL
Seaside Middle School					
All students	335	55%	62%	98%	65%
▼ Compare					
↕ Race/ethnicity	Enrollment	Academics	Attendance	Behavior	SEL
Asian	7	71%	71%	100%	71%
Hispanic	115	47%	63%	97%	62%
Two or More	22	64%	64%	100%	59%
White	186	61%	63%	98%	68%



Attendance



01

All students will develop the social and emotional skills to be positive members of the community.

ATTENDANCE

Attendance MATTERS
EVERY SCHOOL DAY COUNTS

PUNCTUAL

- Arrive to school on time
- Arrive to lessons on time
- Aim for 100% attendance

Daily lateness equates to...

3	5 MINUTES LATE = 15 HOURS OF LEARNING LOST 3 DAYS OF LEARNING LOST
6	10 MINUTES LATE = 30 HOURS OF LEARNING LOST 6 DAYS OF LEARNING LOST
10	15 MINUTES LATE = 50 HOURS OF LEARNING LOST 10 DAYS OF LEARNING LOST

Keep your learning tank FULL

100% Excellent attendance! Our aim for all students.	100% Excellent
6 DAYS ABSENCE 30 hours of learning lost On the right path - keep it up!	97% Well Done
10 DAYS ABSENCE 50 hours of learning lost Poor attendance gives you less chance of success.	95% We're concerned
19 DAYS ABSENCE 95 hours of learning lost Poor attendance gives you less chance of success.	90% Seriously concerned



Attendance Matters

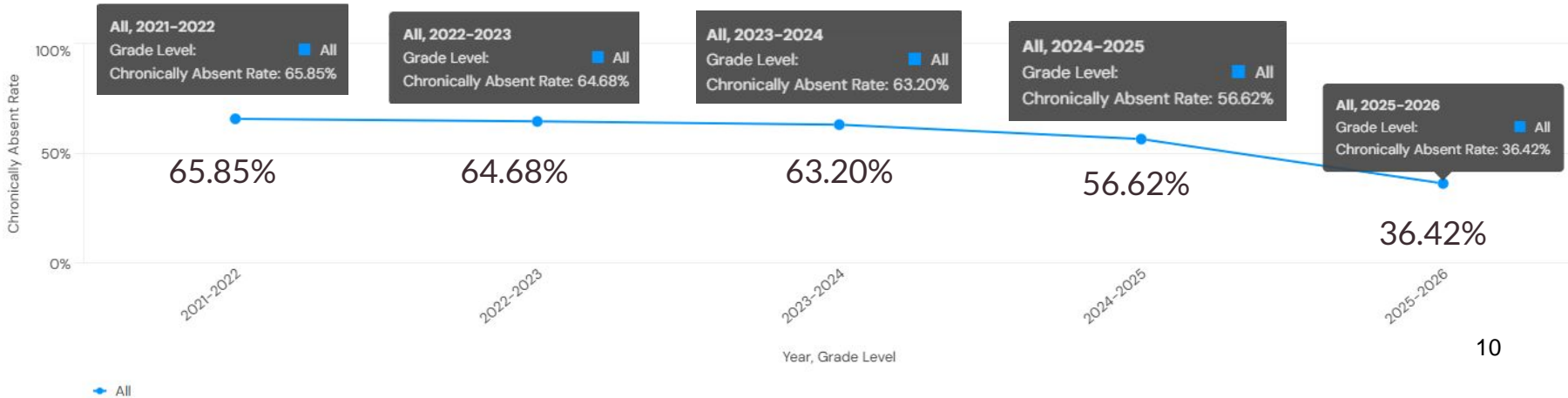
9

Every Day Counts....

Chronically Absent Rate Over Time

Chronically Absent is defined as students who miss 10% of current school days.

View aggregate data in the chart, or compare individual rows by turning on their visibility in the table below.



Attendance

% of Time in School Year-to-Date

Attendance	6th	7th	8th
95%+	46%	42%	33%
90%+	23%	22%	23%
80% +	23%	26%	30%
< 80%	9%	10%	14%

School-wide
Chronically Absent
Rate is 37%. This is the
percentage of students
who have missed more
than 10% of their
enrolled school days
this year.

Daily Attendance Rate

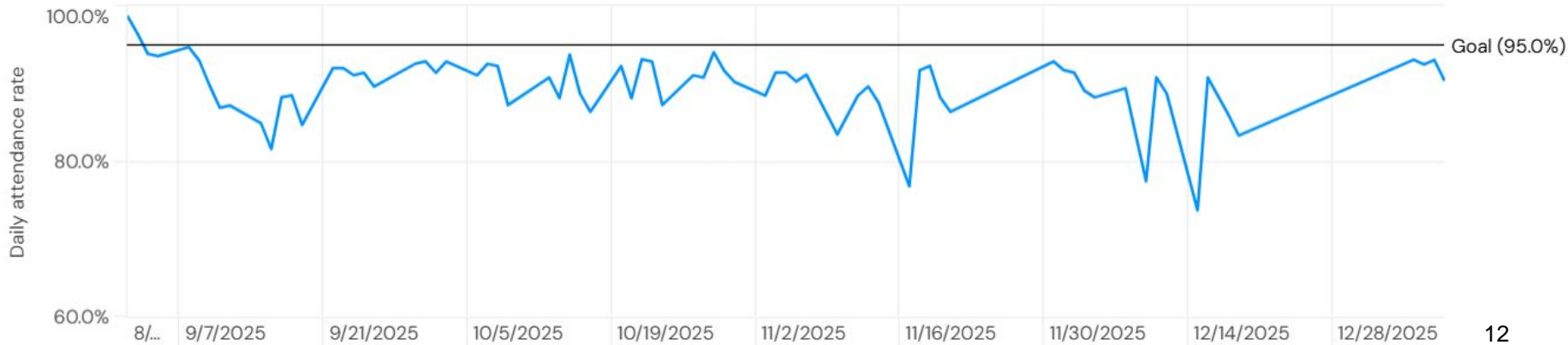
This tells us how many students usually come to school out of all the students who go here.

Average daily attendance rate

The average percentage of students present out of the total number of enrolled students YTD.

90%

SCHOOL GOAL IS 95%



Month-to-Month Attendance

September

- % of Regular Attenders (students with 90% or higher attendance): **60.41%**
- % of students with Critical Attendance (less than 80%): 21%
 - 71 students

October

- % of Regular Attenders (students with 90% or higher attendance): **73.24%**
- % of students with Critical Attendance (less than 80%): 15%
 - 51 students

November

- % of Regular Attenders (students with 90% or higher attendance): **58.19%**
- % of students with Critical Attendance (less than 80%): 12%
 - 42 students

December

- % of Regular Attenders (students with 90% or higher attendance): **75%**
- % of students with Critical Attendance (less than 80%): 13%
 - 43 students

January (as of 1/12)

- % of Regular Attenders (students with 90% or higher attendance): **71%**
- % of students with Critical Attendance (less than 80%): 9%
 - 31 students
- 66 students with **at-risk attendance** (20%)

February

- % of Regular Attenders (students with 90% or higher attendance):
- % of students with Critical Attendance (less than 80%):
 - X students

March

- % of Regular Attenders (students with 90% or higher attendance):
- % of students with Critical Attendance (less than 80%):
 - X students

April

- % of Regular Attenders (students with 90% or higher attendance):
- % of students with Critical Attendance (less than 80%):
 - X students

Ways We Are Supporting Student Attendance

- Universal (available for all)
- Students with 90% or higher

- Monthly 90% or higher AND growth of 5%+ recognition with coupon from local business & recognition mailed home
- Homeroom challenges with attendance component
- Trimester challenges
- Monthly Spirit Weeks / Homeroom Competitions
- Monthly Attendance Reviews to all constituents via Newsletter, Social Media, and ParentSquare
- Collaborative Art Work Centered on Belonging

- Students with At-Risk attendance (80-89%)

- 1-on-1 staff connection & monitoring
- Attendance Progress Reports sent home with academic progress report via ParentSquare
- Head Secretary performs calls of care for students missing 3 days within a 10-day period (Panorama report)

- Students with Critical attendance (less than 80%)

- Individualized support plans with Student Intervention Team (SIT)
 - Family Meetings
 - Attendance Contracts
 - Empathy Interviews
 - Goal Setting
 - Check-in/Check-out
 - Collaboration with SRO for home visits



Ways We Are Supporting Student Attendance

Attendance Progress Report

Tattoo the Teacher Tri. 1 Challenge

Monthly Coupon to Local Business for 90%+ or 5%+ in Growth

To the Parent or Guardian of:

Name _____

Student ID: _____

Dear Parent/Guardian:

_____ has been enrolled for 69 days and present for 60.5 days (or 87.7%) this school year.

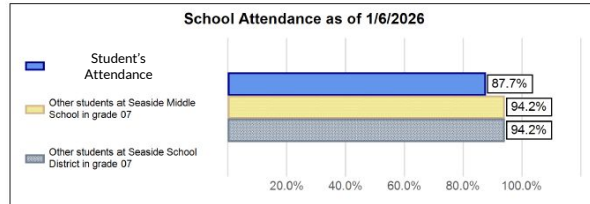
Students fall behind when they miss school - whether students are absent for excused or unexcused reasons. You can have a big effect on attendance for the rest of the school year, and we appreciate your help.

Please feel free to call me at 503-738-5586 if we can support you in any way.

Sincerely,

Wendy Crozier, Associate Principal
Seaside Middle School
503-738-5586

School Attendance as of 1/6/2026



Student-Inspired Mural



SMS and SHS students and staff were surveyed to share what people, places, and activities make them feel like **they belong** at our school.

Local artist Hilary Stock took this list, collaborated with some brave MS/HS art students, and crafted this Phase 1 of our welcome mural. More color will be added to the background in the coming months!

Where Do We Go From Here?

Areas of Celebration

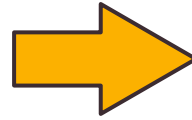
- Increase in daily attendance rates
- Decrease in chronically absent rates
- Intentional communication and transparency with families, students, and community regarding goals and current data
- Student recognition for accomplishments and for growth
- Deeper intentional connections between staff and students

Areas for Growth

- Continuation of improvement
- More streamlined and consistent protocol for students with extended absences and accessing work / grading
- Continued adult buy-in for implementation
- More connections with community businesses and organizations for support and celebration



Social Emotional Learning (SEL) @ SMS




02



All students will develop the social and emotional skills to be positive members of the community.



What is Social Emotional Learning (SEL)?

Oregon's Transformative SEL Framework 

Oregon's Transformative Social and Emotional Learning (TSEL) Framework is grounded by four components that are essential to creating an ecosystem for Transformative SEL to thrive in classrooms, schools, and communities.

Conditions for Learning & Thriving
Describes how we might intentionally humanize systems, policies, and practices to cultivate an ecosystem of Transformative SEL through:

- Authentic partnerships
- Equitable policies
- Thriving learning environments

Guiding Principles
Serve as the foundational values and beliefs that are woven throughout the framework to guide decisions about how the Transformative SEL Standards are implemented:

- Culturally responsive
- Community responsive
- Strength-based
- Trauma-informed
- Grounded in Neuroscience

Student Transformative SEL
Fosters opportunities for students to develop and practice their knowledge, skills, habits, and dispositions by attending to:


- Integrated approaches
- Developmentally and culturally responsive practices
- The role of curriculum and assessment

Adult Transformative SEL
Focuses on what resources, supports, and conditions adults need to nurture their own well-being while teaching, modeling, coaching, and nurturing students Transformative SEL by:

- Prioritizing adult SEL & well-being
- Embedding Transformative SEL standards & practices
- Building on Oregon's Transformative SEL Standards in Educator Preparation Programs

K-12/Adult Transformative SEL Standards
Identifies what students/adults need to know and be able to do to develop, practice, and grow in their Transformative SEL. Each Transformative SEL standard braids together one of CASEL's five competencies with a focal construct:

- Standard 1: Self-Awareness & Identity
- Standard 2: Self-Management & Agency
- Standard 3: Social Awareness & Belonging
- Standard 4: Relationship Skills & Collaborative Problem-Solving
- Standard 5: Responsible Decision Making & Curiosity



- Oregon's Transformative SEL Framework and Standards were adopted by the State Board of Education on June 15, 2023 and to be implemented in districts by July 1, 2024.
- The framework and standards aim to help build capacity for strengthening school cultures that center equity, and to support student and adult well-being through a systemic approach.
- SMS implements the standards with fidelity through our daily Homeroom class and lessons¹⁹ led by our school counselors with support of teaching staff.

How is SMS Implementing SEL?



Wayfinder

- Oregon-based SEL curriculum with online and paper-pencil availability
- Originally created for high-school students
- Focuses on six main skills that encompass all SEL standards

Wayfinder's Core 6 Skills

Self-Awareness

You understand yourself on many levels, from how you function to what nourishes and sustains you.

CASEL Alignment: Self-Awareness

Adaptability

You are willing to try again when you make mistakes and are comfortable navigating uncertain situations with flexibility and openness.

CASEL Alignment: Self-Management

Empathy

You are in tune with the feelings and needs of others and willing to act for a common good.

CASEL Alignment: Social Awareness

Collaboration

You are a relationship-builder who actively partners with others and facilitates belonging efforts across communities.

CASEL Alignment: Relationship Skills

Agency

You understand the value of your voice and seek opportunities to support and advance your communities.

CASEL Alignment: Responsible Decision Making

Purpose

Your decisions and interactions with the world are guided by a deep connection to your values.

Curriculum

6th Grade

Building connections through self-awareness and community

- ✓ What matters to us and what are we good at?
- ✓ What can we learn from emotions?
- ✓ How can we consider our impact on others?

7th Grade

Understanding, valuing, and accepting ourselves

- ✓ How can we best manage stress?
- ✓ How can we productively work through a challenge?
- ✓ How is belonging different than fitting in?

8th Grade

Understanding, valuing, and accepting each other

- ✓ How can we take responsible risks?
- ✓ How can we recharge when we feel overwhelmed?
- ✓ Why are different perspectives important to belonging?

Formative Waypoints Assessment

Self-Awareness

4.1/5

0.3 ▲



Adaptability

3.5/5

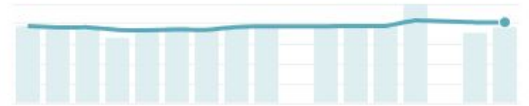
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Empathy

4.1/5

0.2 ▲



Collaboration

4.0/5

0.4 ▲



Agency

4.0/5

0.1 ▲



Purpose

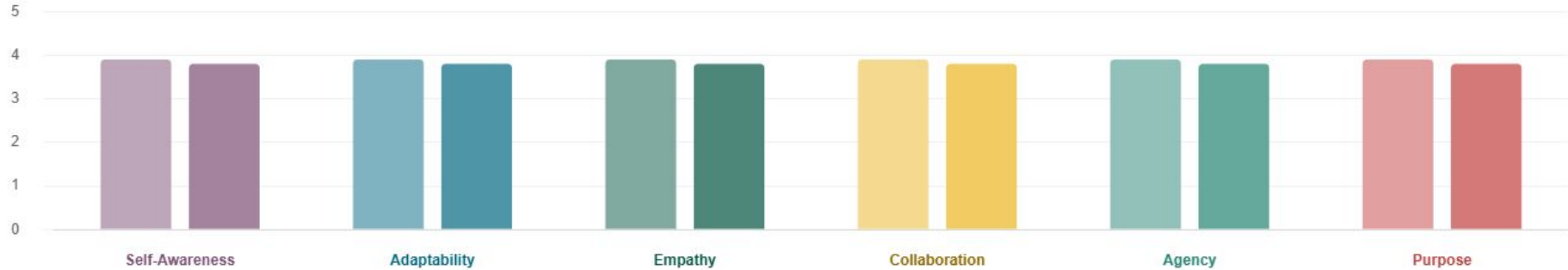
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Summative Waypoints Assessment

Beginning of Year Mid-Year End of Year



Completion Rate



Beginning of Year ④
91% completed

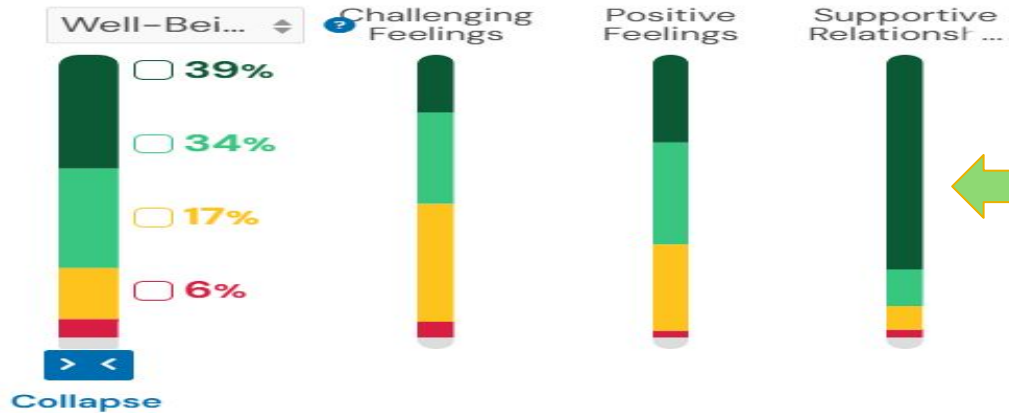
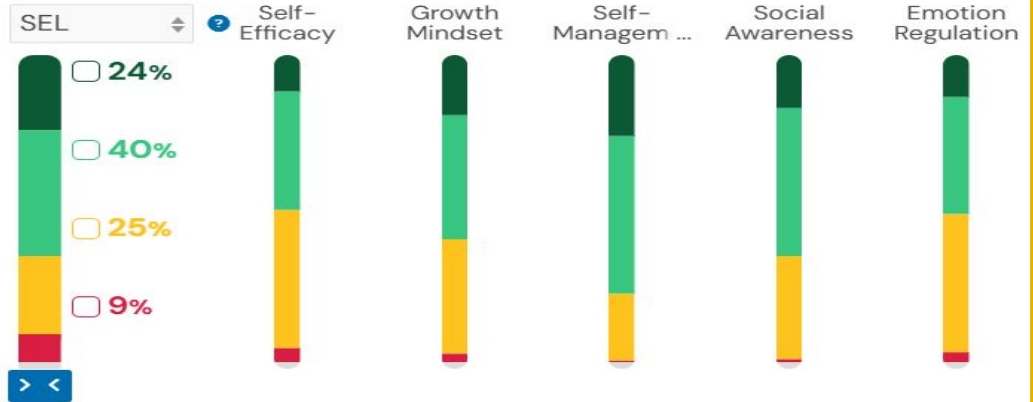
Mid-Year
77% completed

End of Year ④
0% completed

Data Wonders:

- Timing of Assessment - *Occurred right when we returned from Winter Break*
- Technical Issues - *Rostering between Synergy & Wayfinder excludes students; working to resolve this*

School-wide Panorama Survey (November)



Effective teaching is not a simple matter of executing specific behaviors and strategies, because effective teaching is grounded in human relationships.

ROBERT J. MARZANO & JANA S. MARZANO
MANAGING THE INNER WORLD OF TEACHING



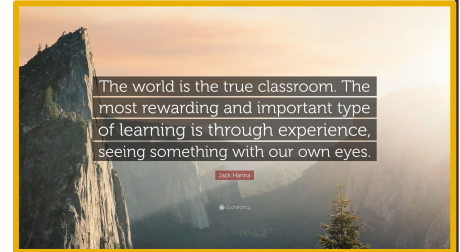
Daily Moments and Skills

- Weekly Grade Checks with Follow-Up Procedures
- Weekly Goal Setting
- Trimester Goal Setting
- Organization
- Community Building Activities (classroom and school-wide)
- Portfolio Projects
- Live Moments in the Classrooms
- Choosing Connected, Real-World Content
- Discussions and Activities around Local, National, and Global Issues and Topics
- Conflict Resolution and Self-Regulating Practices

Real-World Life Skills



- SITKA K8 Create Art Weeks
- Service-Learning
- STAR Base Robotics Program
- Forestry Day
- Junior Achievement Finance Park
- Musical Theater
- OMSI
- Bowling Trip
- Guest Speakers
- Guest Artists
- Guest Authors
- Student-created Clubs
- Systems of Celebration



What Do Staff and Students Say?

Staff say...

- More time spent in the classroom (less bathroom hangouts!)
- More responsibility for their personal and shared space
- Less peer drama
- More holding each other accountable
- Engaging in deep philosophical discussions
- Cooperative
- Can resolve differences of opinion
- More engaged (Yondr pouches and clear tech policies have improved focus)

Students say...

- Teachers care about us
- I feel safe at school
- I got candy for my birthday!
- SNACKS!
- So many cool clubs & electives
- I liked the Winter Extravaganza
- I love playing my instrument!
- I have good friends
- My STAR test went up!
- I have good grades
- Our basketball team is good

Where Do We Go From Here?

Areas of Celebration

- Students feeling safe with staff
- Field trip opportunities
- Guest speakers
- Activities and events at school
- Student Voice & Choice
- Student Advisory
- Clubs for Students (12+!)



Areas for Growth

- Continued Adult Buy-In for Implementation
- More Focus on Specific Skills Based on Wayfinder Data
- More Opportunities for Students to Connect with the Community
- More Opportunities for Student Movement
- More Opportunities for MS - HS Mentorship
- Continued Intentional Lessons on Student Accountability

Behavior & Discipline

Synergy Overview



03

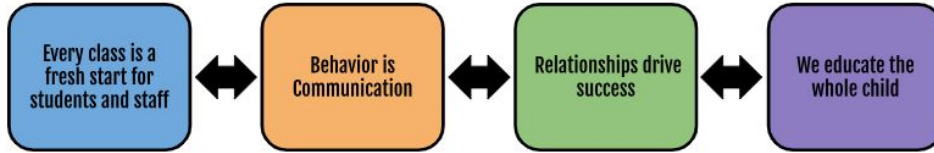
What we sometimes see as
a failure to **BEHAVE**
properly,

is actually a failure to

COMMUNICATE
properly.

www.notjustcute.com

SSS Behavior Management Process 25-26



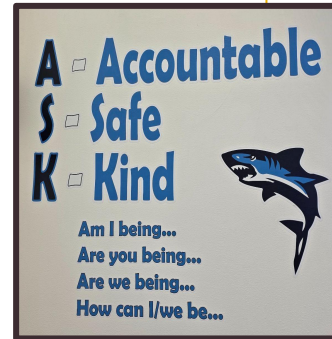
Staff Managed Behavior - Minor

- Lying/dishonesty
- Defiance, minor disrespect/noncompliance
- Inappropriate language-minor
- Throwing objects
- Physical contact (Not keeping hands to self)
- Refusing to work
- Leaving the classroom (contact office for support)
- Tardiness
- Minor Technology Misuse
- Toys/non-educational items
- Damaging or misuse of property/equipment
- Disruptions to instruction
- Sleeping in class
- Avoidance/Constant Bathroom Use
- Minor Theft
- Dress Code Violation
- Plagiarism/AI Misuse
- Other minor behaviors

Address the issue when appropriate. Reinforce and reteach behavior expectations as needed.

Fill out Minor Behavior Tracker (Google Form) to document the behavior. Contact parent/guardian.

Contact admin/TOSA with an email, call to the office or note in the Behavior Tracker form if you would like follow up or support with behaviors that are repeated, escalating.



Our minor classroom based behaviors are put into a Minor Behavior Tracker.

Teachers redirect behaviors and reach out to parents.

Administrators have restorative conversations with students & natural consequences.

180 Recorded Minor Behaviors

SEL Standards from Sept. 4-Jan 15	# of Incidents	Percent
Social Awareness & Belonging: Physical contact, exclusionary/disrespectful comments & language, ignoring group norms & expectations, mocking, non-participation	71	39%
Self-Management & Agency: Tardiness, refusing to work, throwing items, cheating, emotional outbursts	45	25%
Responsible Decision Making & Curiosity: Technology misuse, property damage, theft, plagiarism, unsafe behavior	41	23%
Self-Awareness & Identity: Sleeping in class, distracting use of toys/non-educational items, avoidance (excessive bathroom use), emotional withdrawal	14	8%
Relationship Skills & Collaborative Problem-Solving: Inappropriate language, leaving without permission, gossiping, lying, interrupting	9	5%

Office Managed - Major (Synergy)

- Language Major (repeated derogatory language and directed profanity)
- Repeated Cell Phone Violation
- Major Technology Violation
- Fighting/Physical Aggression
- Leaving school grounds without permission
- Major theft
- Vandalism
- Recurring or physical bullying and harassment
- Alcohol, drugs, tobacco, paraphernalia
- Threatening violence
- Weapons
- Other major violations of school rules or safety
- 3 Recorded Minors in same Category

Address the issue to maintain safety and mitigate harm in the moment. Continue teaching if there is no immediate harm and all involved are safe.

If you need support call on the radio or to the office:

MS Office: 2218
Main Office: 2243
Crozier: 2212
Gage: 2213

Submit behavior **referral in Synergy** and submit to Admin. Admin or TOSA will address the issue with students.

Parent/guardian contacted by admin or TOSA and response actions assigned.

Admin/TOSA informs involved staff of the outcome and next steps.

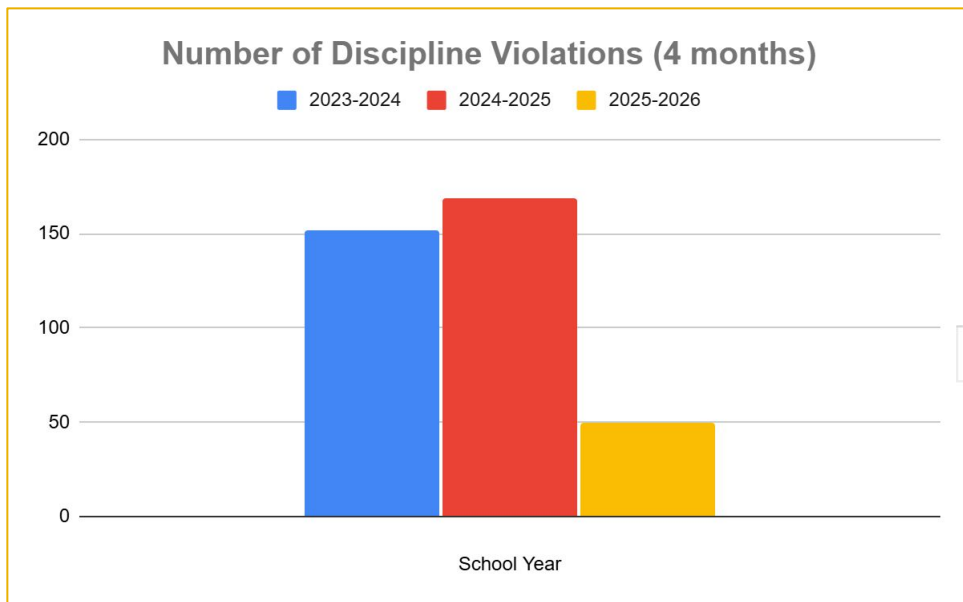
Major behaviors are recorded as referrals into Synergy and are addressed by a school administrator.

A **Accountable**
S **Safe**
K **Kind**

Am I being...
Are you being...
Are we being...
How can I/we be...



Sept. 3rd-Jan 14th Major Discipline 3 year comparison



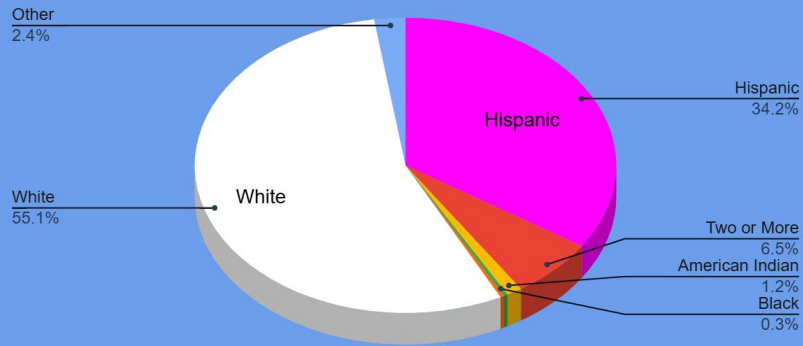
Major Referrals over a 3 Year
Comparison given a 4 month
snapshot.

School Years	2023-2024	2024-2025	2025-2026
# of Incident	152	169	50

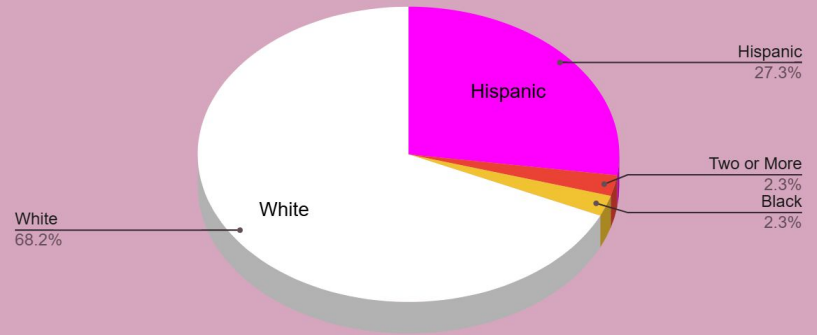
This shows a 70% decrease in
discipline violations from last
school year to this school year.

Ethnic Breakdown of Major Behavior

SMS Ethnic Group 2025-2026

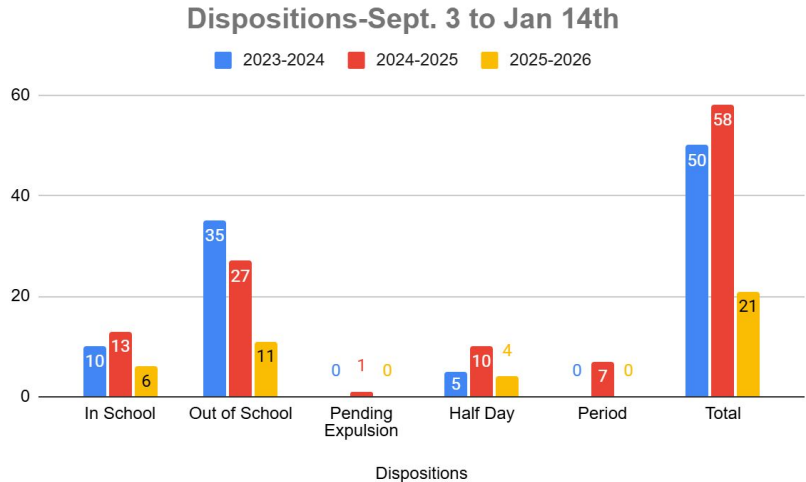


Discipline by Ethnic Code 2025-2026



Suspension Data

Suspensions	2023-2024	2024-2025	2025-2026
In School	10	13	6
Out of School	35	27	11
Pending Expulsion	0	1	0
Half Day	5	10	4
Period	0	7	0
Total	50	58	21



There is a **64% decrease** in the number of suspensions from last school year to this school year given a snapshot of the first 4 months of the school year.



Key Factors Contributing to the Decrease in Major Behavior Referrals

- Clear, consistent behavior systems and early redirection
- Restorative practices and proactive student support
- Strong family communication and partnerships
- Daily homeroom reinforcing expectations
- Schoolwide rewards, recognition, and positive culture (TOSA-supported)
- Targeted academic intervention and enrichment during tutorial
- Consistent enforcement of expectations (including tardies)
- Collaborative teacher teams and weekly SIT meetings
- Relationship-centered teaching and counselor-led SEL instruction

Where Do We Go From Here?

Areas of Celebration

- 70% decrease in major discipline incidents and 64% reduction in suspensions.
- **Early intervention** through the **Minor Behavior Tracker** supports timely redirection.
- **Restorative conversations and natural consequences** promote student accountability and growth.
- **Equitable discipline practices**, with referral data aligned to school demographics.
- **Clear expectations and positive reinforcement**, reinforced through homeroom and schoolwide recognition.
- **Relationship-centered instruction, SEL supports, and proactive check-ins** strengthen student regulation and belonging.



Areas for Growth

- 39% of incidents involve physical contact, disrespect, exclusion, and non-participation—highlighting a need for continued focus on **empathy, inclusion, and respectful interactions**
- Repeat issues with digital citizenship, integrity, and safety suggest a need for **explicit instruction and consistent messaging**
- Disengagement, avoidance, and withdrawal indicate some students need **stronger check-ins and engagement strategies**
- Ongoing **data review, staff calibration, and SEL-aligned practices** will help sustain gains and reduce repeat behaviors

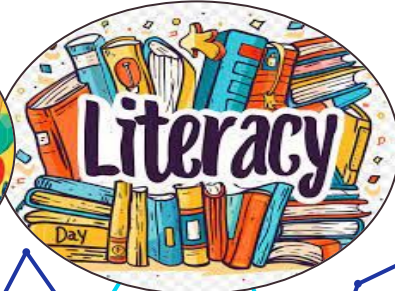
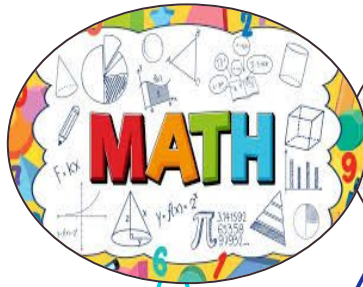
Academics



04



All students will be on track to graduate with a plan beyond high school.



All students will meet math and literacy targets at grades 3, 6 and 9.

Measures:

- STAR math assessment
- STAR reading assessment

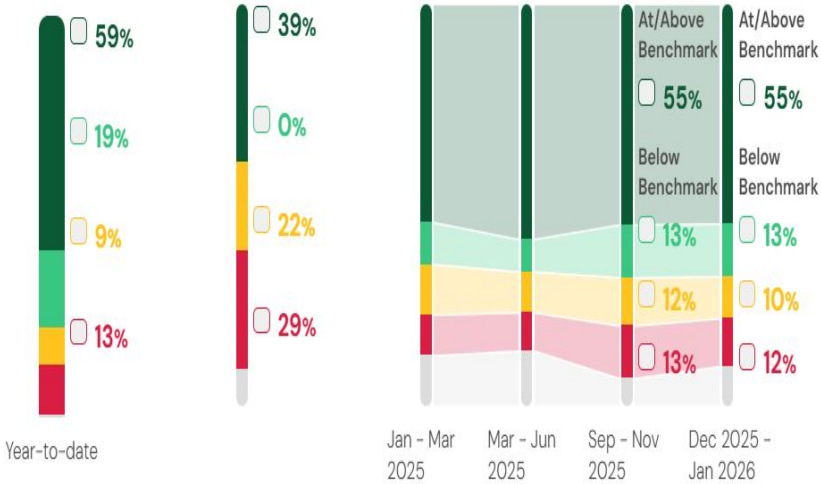
Differentiate. Accelerate. Achieve.

LITERACY DATA

ELA Coursework

SBAC ...

STAR Reading

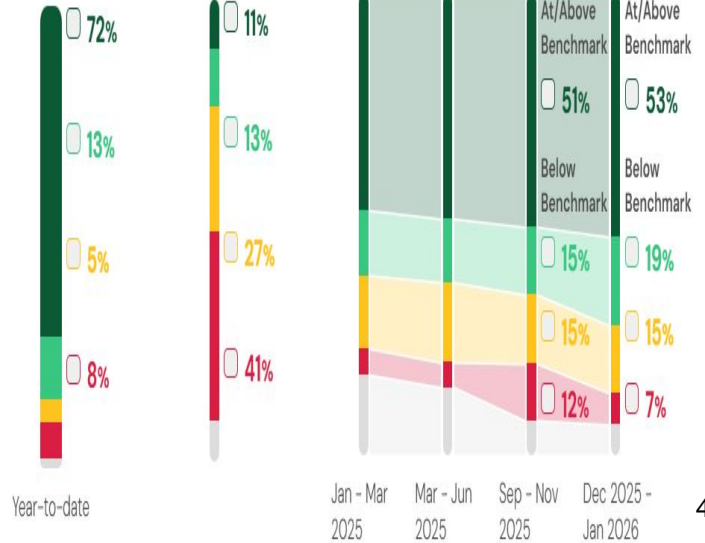


MATH DATA

Mathematics Coursework

SBAC Math

STAR Mathematics



STAR DATA Reading

6th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2025-2026 School Year	6th Grade		14	14%	9	9%	18	17%	62	60%	103
2024-2025 School Year	5th Grade		14	15%	12	13%	6	6%	63	66%	95
2023-2024 School Year	4th Grade		16	19%	8	9%	9	10%	53	62%	86

7th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2025-2026 School Year	7th Grade		15	13%	17	14%	15	13%	73	61%	120
2024-2025 School Year	6th Grade		14	12%	15	13%	14	12%	71	62%	114
2023-2024 School Year	5th Grade		20	19%	19	18%	22	21%	45	42%	106

8th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2025-2026 School Year	8th Grade		17	18%	13	14%	13	14%	49	53%	92
2024-2025 School Year	7th Grade		8	10%	9	11%	7	8%	59	71%	83
2023-2024 School Year	6th Grade		16	21%	19	25%	7	9%	35	45%	77

STAR DATA Math

6th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2025-2026 School Year	6th Grade		10	10%	14	14%	18	17%	61	59%	103
2024-2025 School Year	5th Grade		8	9%	19	20%	14	15%	52	56%	93
2023-2024 School Year	4th Grade		11	13%	12	14%	8	9%	55	64%	86

7th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2025-2026 School Year	7th Grade		6	5%	22	18%	30	25%	63	52%	121
2024-2025 School Year	6th Grade		7	6%	21	18%	21	18%	65	57%	114
2023-2024 School Year	5th Grade		15	14%	18	17%	20	19%	54	50%	107

8th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2025-2026 School Year	8th Grade		10	11%	13	14%	17	18%	53	57%	93
2024-2025 School Year	7th Grade		5	6%	18	22%	12	15%	47	57%	82
2023-2024 School Year	6th Grade		14	19%	11	15%	5	7%	44	59%	74

What are We Doing at SMS 25/26



Tutorial

A self differentiated 32 minute period to provide students an extra dose of math and/or literacy everyday.



Paced Classes

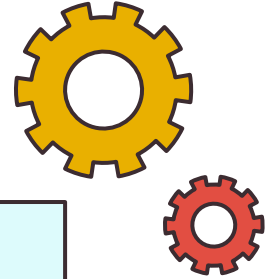
Smaller Classes focus on Grade Level Priority Standards and allow students to work on lagging foundational skills.



Accelerated Classes

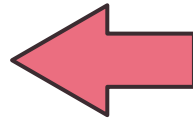
Classes in Language Arts and Math focus on grade-level standards through emphasizing strategic thinking, extended reasoning, and real-world problem-solving. We also added a year long credit bearing algebra class.



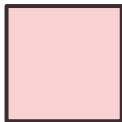


Tutorial

An Extra Dose of Literacy and Math



Tutorial



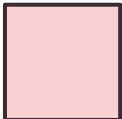
IXL (Math)

IXL helps students master essential skills at their own pace.



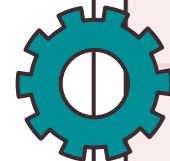
**Achieve
3000
(Literacy)**

An adaptive, personalized and differentiated program that meets students at their current reading level.



Extensions

Offers above benchmark and TAG students opportunities for enrichment, project-based learning, and advanced skill development in math and literacy.



Tutorial - Math (IXL)

SCHOOL ACHIEVEMENT

Spark Studio

THIS YEAR, WE'VE ANSWERED

309,588

QUESTIONS!

JANUARY

Goal achieved—way to go!
33,882

SKILL PROGRESS SUMMARY

4,878
SKILLS MASTERED

9,216
SKILLS PROFICIENT

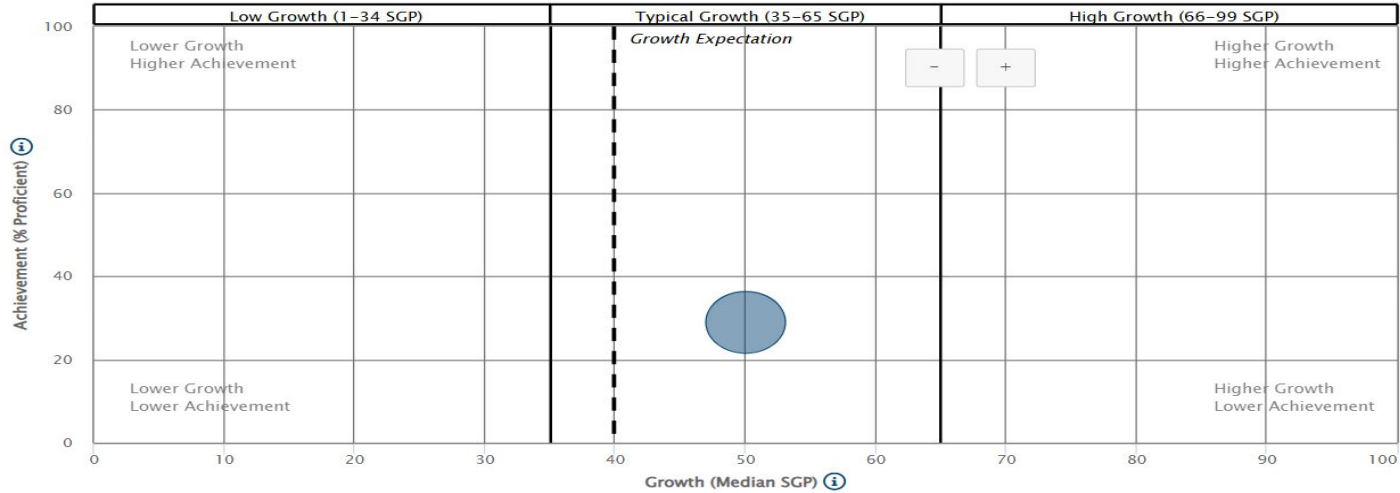
14,813
SKILLS PRACTICED

TIME SPENT



School Achievement Summary >

STAR Scores



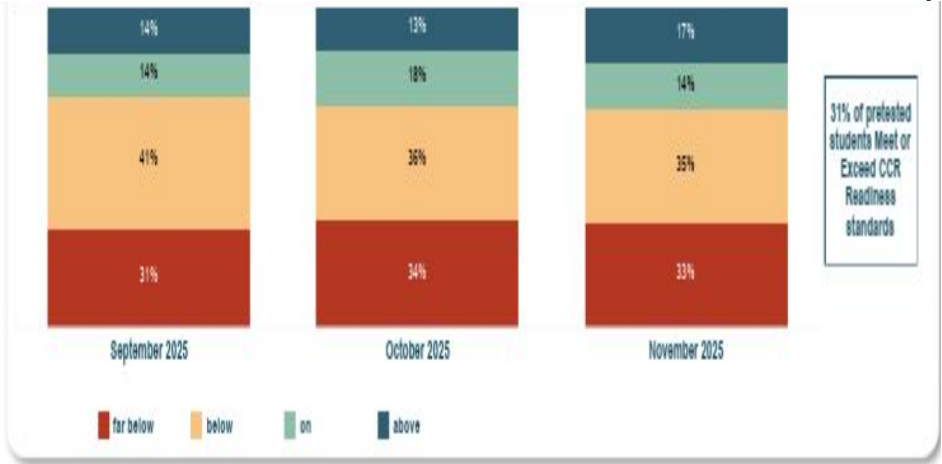
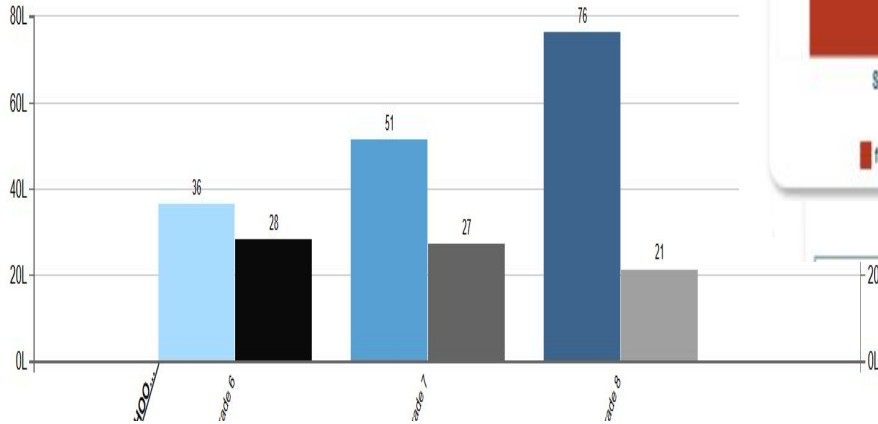
[Print or Save](#)

[Download Data](#)

School ↑	Growth / Achievement	% Proficient	Growth (Median SGP)	Students Included
Seaside Middle School	Higher Growth, Lower Achievement	29%	50	306

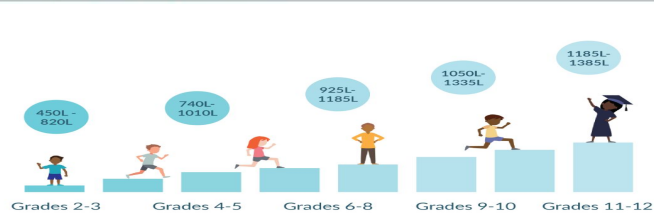
Tutorial - Literacy (Achieve 3000)

Indicator	Lowest	Default	Highest
Lexiles: Gain in Lexiles from previous period	Light Blue	Medium Blue	Dark Blue
Lexiles: Cumulative Expected Growth	Light Gray	Medium Gray	Dark Gray

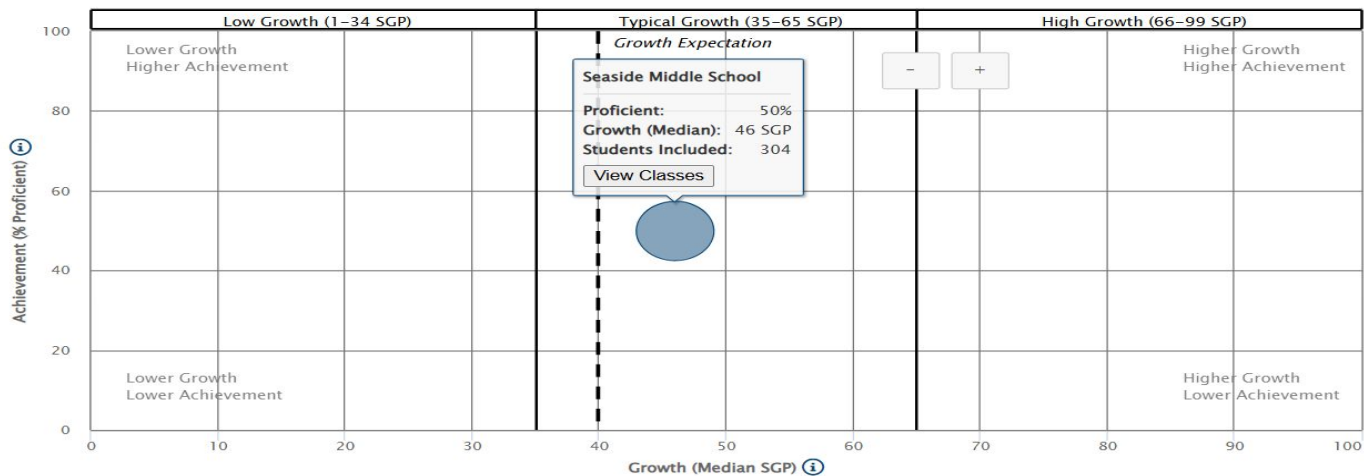


31% of pretested students Meet or Exceed CCR Readiness standards

College & Career Readiness



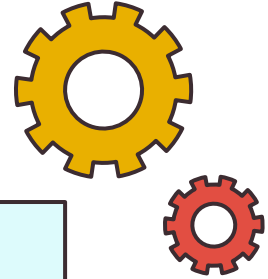
STAR Scores



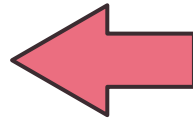
Print or Save

Download Data

School ↑	Growth / Achievement	% Proficient	Growth (Median SGP)	Students Included
Seaside Middle School	Higher Growth, Higher Achievement	50%	46	304



Acceleration



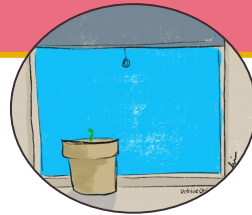
**25
Students in
HS Math
Classes**

**71 Students in
Accelerated
Language Arts
Class**

**"Every student
should experience
one year of
growth"**

**65 Students in
Tutorial
Extension
Class**

**64 Students
in Accelerated
Math Class**



What do our teachers say?

Areas of Celebration

- More engaged, excited to be at school.
- Willing to ask for help.
- Willing to try and write a full sentence.
- Increased work completion.
- Completing assignments independently
- Asking clarifying questions and engaging with the work.
- More comfortable participating in class discussions.
- Showing persistence when solving challenging problems.
- Students are working to use academic vocabulary in their speaking and writing.



Areas for Growth

- Engagement in sustained effort
- Engagement in productive struggle needed for deep learning
- Being okay with not knowing right away
- Submitting missing work
- Advocating and asking questions
- Handwriting, including slow writing speed, awkward pencil grip, and poor legibility.
- Stamina in sustained work
- Reliance on Teacher Scaffolding
- Fact Fluency
- Fractions
- Number Sense
- Vocabulary



Where Do We Go From Here?

Areas of Celebration

- Algebra at Middle School
- Continued Positive Growth
- Self Paced Differentiated Platforms
- All teachers teaching math and literacy
- Celebrating Growth



Areas for Growth

- True Intervention
- Visibly Tracking Goals over time
- Extension Opportunities for All Students
- Cross content integration
- Peer Tutoring Partnership with HS
- Celebrating Success and Growth in class



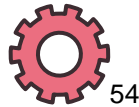


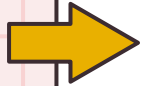
Thanks!

Do you have any questions?



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Areas of Growth and Focus 25/26

Instructional Practices

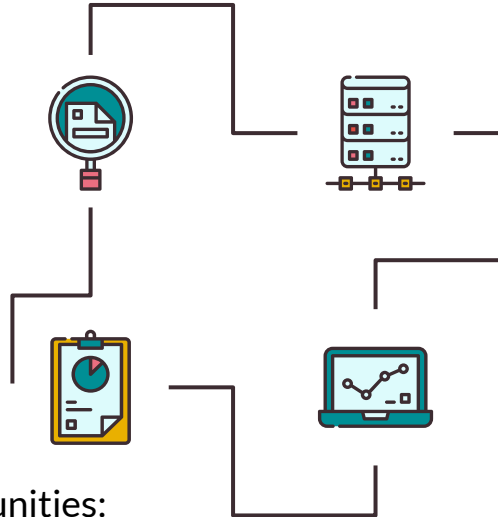
Teacher Action 

Student Achievement

- NASOT Framework
- CM Strategies
- Instructional Coaching

Equity

- Data-Driven Decision-Making
- Holistic Support Systems
- Differentiated Growth Opportunities:
- Culturally Responsive and Inclusive Practices

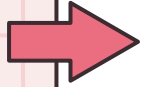


Collaboration

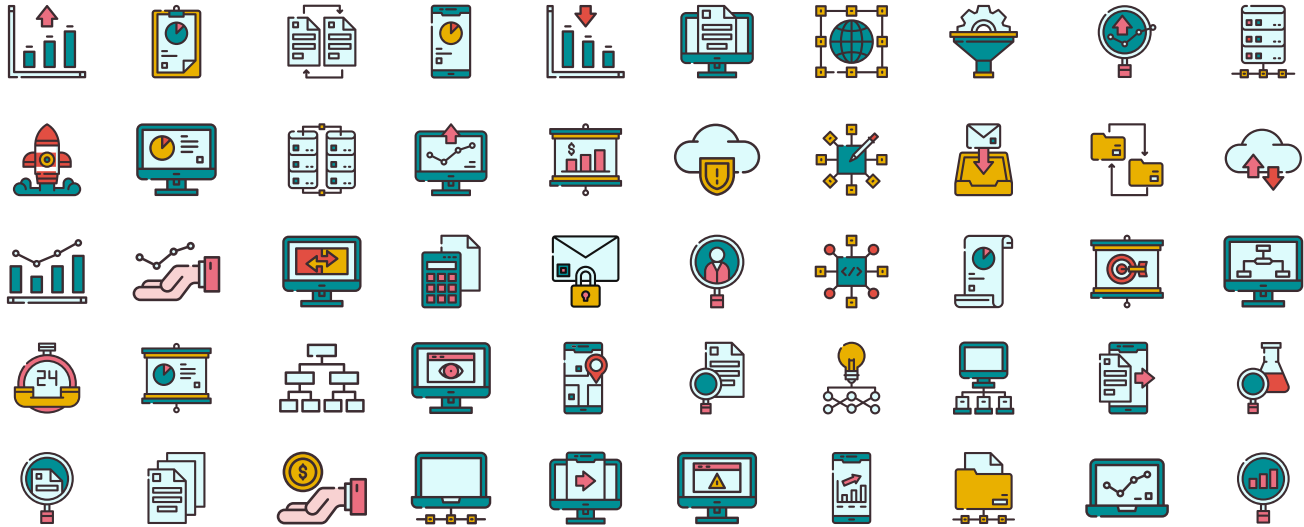
- Collaborative Teams
- Peer to Peer Observations
- Cross Content Integration
- Data Talks
- Wellness

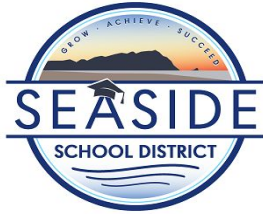
Intervention

- Attendance
- SEL Supports
- Academic



Icon pack





District Safety Report
 School Board Meeting
 January 20, 2026

How Do Staff Learn About Safe Workplace Practices?

- Yearly online training through [Public School Works](#) (Must be completed by October 31st of each year)
- In-person and on-the-job training tailored to specific job responsibilities (Behind-The -Wheel, Safety Care, Ukeru, First Aid)
- Monthly Staff Meetings
- Building Staff Handbooks
- Meetings with Case Managers to meet individual student needs
- Regular reviews of behavior support plans

What Does A Staff Member Do If They Are Injured At Work?

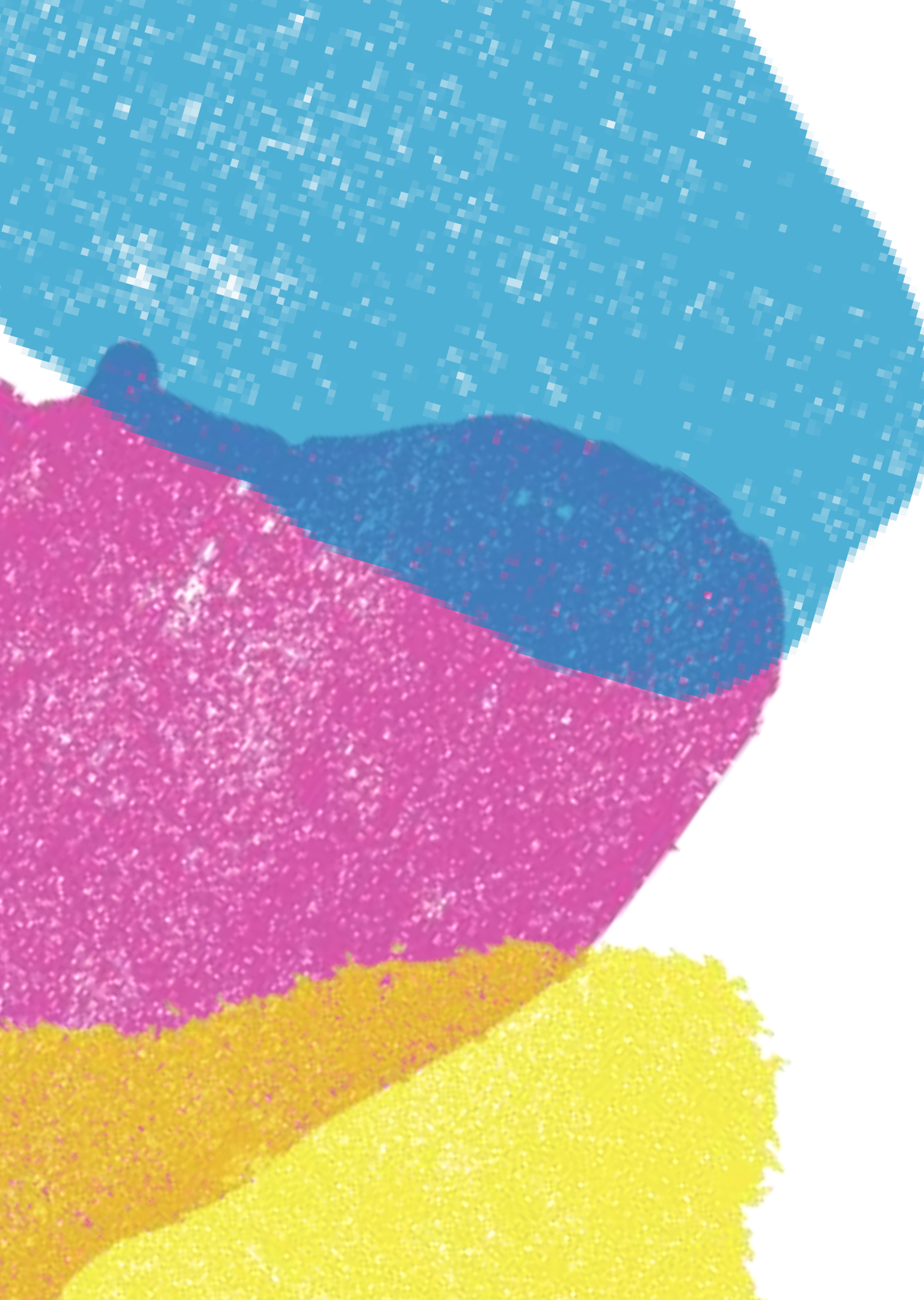
- Report the injury to their supervisor
- Seek medical attention, if needed
- Complete an accident report
- Submit report to their supervisor
- Report ongoing concerns, if applicable

The Safety Committee

- Meets monthly on the first Thursday
- Representation from all employee groups
- Safety concerns brought to the committee
- Minutes posted monthly on the [website](#)

Review of Staff Accident Report Data

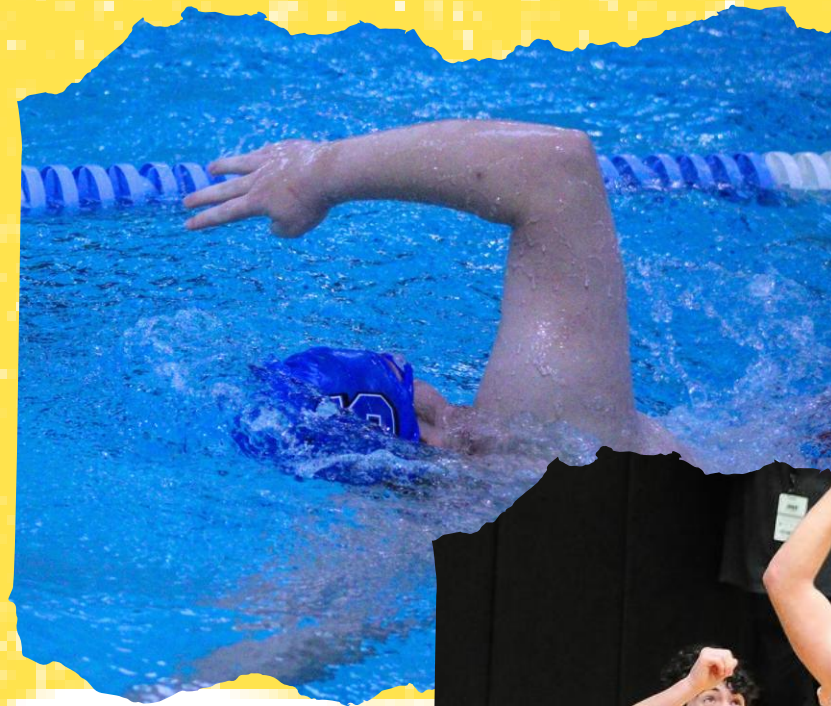
Location	2023-2024 Student to Staff Injury	2023-2024 Staff Injury	2024-2025 Student to Staff Injury	2024-2025 Staff Injury	2025-2026 Student to Staff Injury	2025-2026 Staff Injury
PRE	15	12	24	10	6	2
SMS	2	0	0	1	3	1
SHS	3	1	1	2	0	0
Other	0	2	0	0	0	0



01.20.26 SSD BOARD MEETING

STUDENT REPORT

Ella Crater



SENIOR NIGHTS

- Swimming: Jan. 22 (Thursday) @ SEPRD 4:15
- Wrestling: Jan. 13 (Last Tuesday)
- Basketball: Feb. 24
- Band: Feb. 24
- Cheer: Feb. 24

DUAL CREDIT!



WRITING 121

51 Seniors!



SCIENCES!

Chemistry
Marine Biology
Anatomy &
Physiology



& MORE

Children's Lit.
COM 111

DRAMA: Winter One Acts

Jan. 22 @ 7:00pm (High School & Middle School)

Jan. 28 @ 7:00pm (Elementary School)

ROBOTICS:

Recruiting & Building

Phases

FBLA:

Drafting Project for State &

Nationals

KEY CLUB:

Snoball Winter Dance 7:30-10pm @ SHS

Cafeteria

BAND & CHOIR:

OMEA All-State Honor Band/Choirs & District Honor

Bands/Choirs

ASB ACTIVITIES

COIN CLASH

- Clatsop County Animal Shelter
- Mr. Olsted & Ms. Waldemar (\$1,200)
- Jan. 13 - Feb. 17

SEAGULL FRIDAYS!

- Popcorn for Spirit!
- Thank You SMS!



SNOBALL

By: Key Club


Courts!

City Under the Stars!

Bruce's & Costco!

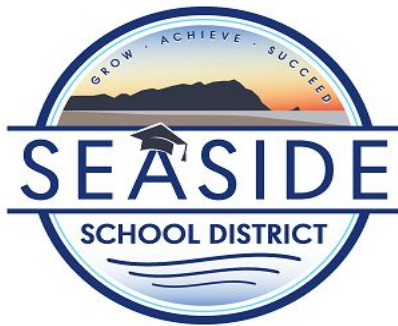
Jan. 24





THANK YOU!

Phones & Yondr Pouches



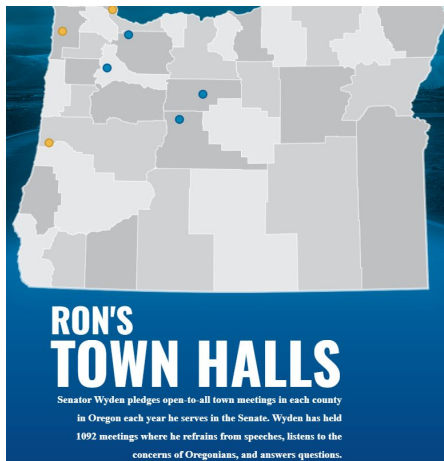
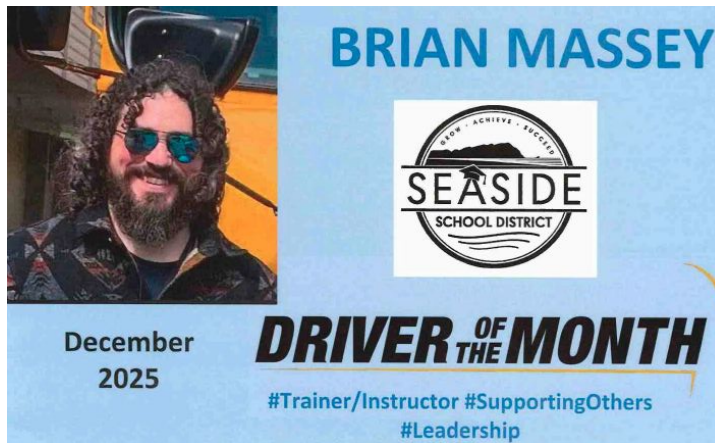
Superintendent's Report
School Board Meeting
January 20, 2026

**SCHOOL BOARD
SUPERHEROES
RECOGNITION MONTH
JANUARY**

 Shannon Swedenborg	 Chuck Mattocks	 Jason Haag	 Sondra Gomez
 Kevin LaCoste	 Katherine Davidson	 Brian Taylor	

SEASIDE SCHOOL DISTRICT

Congratulations to Brian



Clatsop County Town Hall

January 23, 2026 @ 12:30 pm

Seaside High School
2600 Spruce Dr., Suite 200
Seaside, OR

- 50 Middle School Students
- High School Students from Social Studies Classes

Senator Wyden Visits Seaside High School On Friday

Budget Reduction Process for 2026-2027 Fiscal Year

The Seaside School District is faced with a \$2.4 million budget shortfall for the 2026-2027 fiscal year due to cost increases in PERS, reductions in timber revenue, and reduced property tax payments.

The following timeline and process to reduce \$2.4 million from the budget has been established to ensure transparency and equity.

Timeline	Activity
December 2025	Budget shortfall determined
January-February, 2026	The Superintendent meets with principals and supervisors to identify reduction priorities.
February 2026	The Superintendent shares budget reduction priorities with the union leaderships, the Seaside Equity Committee and the Strategic and Operational Board Advisory Committee to the Superintendent for feedback.
March 2026	If staff assignments/ transfers or reductions in force are needed, the Superintendent will follow procedures outlined in the collective bargaining agreements. SEA Collective Bargaining Agreement OSEA Collective Bargaining Agreement

**Seaside School District
Financial Report
2025-2026**

For Period Ending December, 2025

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 22,598,580	\$ 19,844,234	\$ -	12.19%	\$ (2,754,346)
Intermediate Revenue	1,700,000	238,375	-	85.98%	(1,461,625)
State Revenue	450,000	73,219	-	83.73%	(376,781)
Federal Revenue	48,000	579	-	0.00%	(47,421)
Transfers	-	9,999	-	0.00%	9,999
Beginning Fund Balance *	8,396,763	-	-	100.00%	(8,396,763)
Total Revenues	\$ 33,193,343	\$ 20,166,406	\$ -	39.25%	\$ (13,026,937)

Expenditures:					
1000- Instruction	\$ 15,989,324	\$ 5,335,306	\$ 9,010,244	10.28%	\$ 1,643,774
2000- Support Services	10,292,719	5,130,515	4,549,135	5.96%	613,069
5200- Transfers	811,300	-	-	100.00%	811,300
6100- Operating Contingency	6,100,000	-	-	100.00%	6,100,000
Total Expenditures	\$ 33,193,343	\$ 10,465,821	\$ 13,559,379	27.62%	\$ 9,168,143

*Pending audit completion

For Period Ending December, 2025

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 1,268,666	\$ 236,938	\$ -	81.32%	\$ (1,031,728)
State Revenue	3,224,199	190,337	-	94.10%	(3,033,862)
Federal Revenue	1,785,752	69,402	-	96.11%	(1,716,350)
Interfund Transfers	195,000	-	-	100.00%	(195,000)
Sale of Fixed Assets	-	-	-	0.00%	-
Beginning Fund Balance *	708,808	-	-	100.00%	(708,808)
Total Revenues	\$ 7,182,425	\$ 496,677	\$ -	93.08%	\$ (6,685,748)

Expenditures:					
1000- Instruction	\$ 4,008,854	\$ 1,074,250	\$ 1,815,858	27.91%	\$ 1,118,746
2000- Support Services	1,695,255	595,160	559,447	31.89%	540,648
3000- Community Services	1,420,900	442,391	636,521	24.07%	341,988
4000- Facilities Acquisition & Const	-	-	-	0.00%	-
5100- Debt Services	28,710	11,474	16,066	0.00%	1,170
7000- Reserved for Next Yr	28,706	-	-	0.00%	28,706
Total Expenditures	\$ 7,182,425	\$ 2,123,275	\$ 3,027,892	28.28%	\$ 2,031,258

*Pending audit completion

**Seaside School District
Financial Report
2025-2026**

For Period Ending December, 2025

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 19,241,100	\$ 17,370,034	\$ -	\$ (1,871,066)
1112 Prior Taxes	574,780	247,471	-	(327,309)
1114 PILOT (Payment In Lieu Of Taxes)	20,000	10,484	-	(9,516)
1121 Current Local Taxes	2,100,000	1,986,166	-	(113,834)
1122 Prior Local Taxes	57,000	27,055	-	(29,945)
1190 Interest on Taxes	-	-	-	-
1411 Transportation Fees/Other	-	-	-	-
1510 Interest	450,000	119,557	-	(330,443)
1740 Student Fees	5,700	3,235	-	(2,465)
1910 Rentals	20,000	14,364	-	(5,636)
1920 Contributions & Donations	-	-	-	-
1940 Services Provided To Others	-	-	-	-
1960 Recovery of Expenditures	-	-	-	-
1990 Miscellaneous Revenue	130,000	65,868	-	(64,132)
1991 E-Rate Reimbursement	-	-	-	-
Total Local Revenue	22,598,580	19,844,234	-	(2,754,346)
2101 County School Fund	1,600,000	238,375	-	(1,361,625)
2102 General Education Service District	100,000	-	-	(100,000)
2199 Other Intermediate Sources	-	-	-	-
Total Intermediate Revenue	1,700,000	238,375	-	(1,461,625)
3101 State School Fund Grant	-	-	-	-
3103 Common School Fund	200,000	-	-	(200,000)
3104 State Timber Revenue	250,000	73,219	-	(176,781)
3199 Unrestricted Revenue	-	-	-	-
3204 Driver Education	-	-	-	-
3299 Other Restricted Grants in Aid	-	-	-	-
Total State Revenue	450,000	73,219	-	(376,781)
4300/4500 Federal Revenue	48,000	579	-	(47,421)
4801 Federal Forest Fees	-	-	-	-
Total Federal Revenue	48,000	579	-	(47,421)
5200 Interfund	-	-	-	-
5300 Other Sources	-	9,999	-	9,999
5400 Beginning Fund Balance *	8,396,763	-	-	(8,396,763)
Total Other Sources	8,396,763	9,999	-	(8,386,764)
Total Revenues	\$ 33,193,343	\$ 20,166,406	\$ -	\$ (13,026,937)

Expenditures:				
100 - Salaries	\$ 13,776,748	\$ 5,210,568	\$ 7,938,916	\$ 627,264
200 - Benefits	8,273,999	2,922,365	4,656,997	694,637
300 - Purchased Services	1,951,753	859,581	596,752	495,420
400 - Supplies & Materials	1,672,050	596,453	254,117	821,480
500 - Capital Outlay	100,000	257,889	112,248	(270,137)
600 - Other Objects	507,493	618,965	349	(111,821)
700 - Transfers	811,300	-	-	811,300
800 - Operating Contingency	6,100,000	-	-	6,100,000
800 - Unappropriated EFB	-	-	-	-
Total Expenditures	\$ 33,193,343	\$ 10,465,821	\$ 13,559,379	\$ 9,168,143

*Pending audit completion

For Period Ending December, 2025

Special Revenue Funds - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
Local Revenue	\$ 1,234,634	\$ 228,913	\$ -	\$ (1,005,721)
Intermediate Revenue	34,032	8,025	-	(26,007)
State Revenue	3,224,199	190,337	-	(3,033,862)
Federal Revenue	1,785,752	69,402	-	(1,716,350)
Interfund Transfers	195,000	-	-	(195,000)
Sale of Fixed Assets	-	-	-	-
Beginning Fund Balance *	708,808	-	-	(708,808)
Total Revenues	\$ 7,182,425	\$ 496,677	\$ -	\$ (6,685,748)

Expenditures:				
100 - Salaries	\$ 2,688,956	\$ 1,109,280	\$ 1,818,624	\$ (238,948)
200 - Benefits	1,441,427	565,221	1,000,381	(124,175)
300 - Purchased Services	592,242	227,946	67,816	296,480
400 - Supplies & Materials	2,400,383	121,863	125,006	2,153,514
500 & 600 - Capital & Other Objects	30,711	98,965	16,065	(84,319)
700 - Transits	-	-	-	-
800 - Reserved for Next Yr	28,706	-	-	28,706
Total Expenditures	\$ 7,182,425	\$ 2,123,275	\$ 3,027,892	\$ 2,031,258

*Pending audit completion



Director's Report MaryEllen Rogozinski January 2026

Enrollment: 34 Students, 14 - K/1/2 & 20 - 3/4/5

Eco Club with HRAP

The Haystack Rock Awareness Program (HRAP) has partnered with us for the month of January during Eco Club to educate the kids about coastal birds and habitats.



Hoffman Center

We are so grateful to The Hoffman Center in Manzanita for coming to teach us Seaweed Cyanotypes (a light-sensitive emulsion of two non-toxic iron salts brushed onto paper then placing a piece of seaweed over the paper to create a shadow).



Physical Education

We are currently doing a hockey unit in PE. We received a generous donation of hockey sticks and pucks from Mo's Seafood and Chowder as well as a local family. Thank you to Tolovana Arts Colony for allowing us to use the Tolovana Hall for our gym space.



Running Club T-shirts

Our new Running Club T-shirts arrived! Hand dyed and printed by one of our own parents! Thank you to our sponsors: Cannon Beach Fitness, Leloff Family, and Osterhaus Family.



Upcoming Events

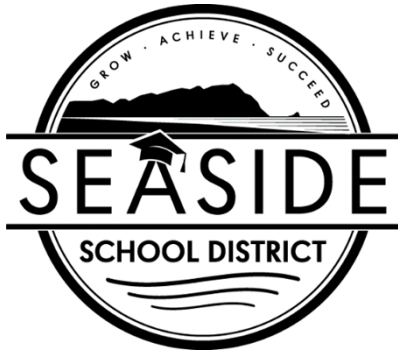
January 12 & 26 - Hoffman Center, Seaweed Cyanotypes & Pressing

January 5, 12, & 26 - Eco Club with Haystack Rock Awareness Program (HRAP)

January 12-16 - iReady Diagnostic #2

January 27 - Outdoor School Class Visit

January 28 - Cannon Beach History Museum Visit



SEASIDE SCHOOL DISTRICT 10
2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

MINUTES

Regular Meeting
Monday, December 15, 2025, 6:00 PM

Secondary School Library AND Virtual
2600 Spruce Drive, Suite 200
Seaside, OR 97138

1. **CALL TO ORDER**

Discussion: The meeting was called to order at 6:05 pm.

1.1. Acknowledgement of Board Members Present

Discussion: Members Kat Davidson and Chuck Mattocks were absent, along with Student Representative Ella Crater.

1.2. Pledge of Allegiance

2. **AGENDA REVIEW**

Action(s): I move to approve the agenda as presented. This motion, made by Brian Taylor and seconded by Sondra Gomez, Carried.

Voting Detail: Katherine Davidson: Absent, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea, Chuck Mattocks: Absent, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

3. **REPORTS**

3.1. STUDENT BUSINESS

Speaker(s): Ella Crater

Description: *This standing agenda item is for monthly reports from the SSD Student Reps. to the Board and for other requests/reports from students.*

Discussion: No oral report was given, as Ella Crater was absent.

Attachments:

SHS Student School Board Report 12_11_2025

3.2. SUPERINTENDENT'S REPORT

Speaker(s): Susan Penrod

Description: *This standing agenda item is for the Board to receive a monthly report from the Superintendent.*

Discussion: Susan Penrod reviewed her Superintendent Report presentation.

Attachments:

December 15, 2025 Supt Report

3.3. ADVISORY COMMITTEE - Strategic & Operational Planning

Speaker(s): Jason Haag

Discussion: Jason Haag began by noting that this is just an example of a capitol improvement plan. He explained that it is based on the work being done by the Strategic and Operational Planning Advisory Committee. He reviewed his slide presentation in regard to a Capitol Improvement Project Plan (CIP). Haag requested that the Board schedule a work session in January to work on a concrete CIP. Discussion ensued.

Attachments:

Capital Improvement Plan

3.4. BUSINESS & FISCAL SERVICES REPORT

Speaker(s): Toni Vandershule

Description: *Description: This standing agenda item is for the Board to receive the monthly financial report from the Business Manager and other information relating to that department.*

Discussion: Toni Vandershule reviewed fiscal business and reports. She reported that PERS rates will be going up significantly next year. Discussion ensued.

3.4.1. Revenue & Expenditure by Function

Attachments:

November 2025 Board Report Function 1

3.4.2. Revenue & Expenditure by Object

Attachments:

November 2025 Board Report Object 2

3.5. SCHOOL REPORTS

Description: *This standing agenda item is for the Board to receive brief informal monthly reports from school and department administrators regarding general business that does not warrant a formal report.*

Discussion: Principal Jeff Roberts reported about events at the secondary school, including freshman-on-track, the Holiday Classic basketball tournament, a shout-out to Chad Clouse and Kerri Boutin, women's wrestling, OSAA, and winter break approaching.

Assistant Principal Desiree Graetz reported about the elementary school, including Star Base at Camp Rilea, vision van, canned food drive, winter music concert, and social studies curriculum adoption.

Director of Curriculum and Instruction Cate Blakesley reported about the social studies adoption process.

3.6. CANNON BEACH ACADEMY REPORT

Speaker(s): MaryEllen Kiffe

Discussion: Director MaryEllen Rogozinski reported about the Cannon Beach lamp lighting event, running club, PTO fundraiser, and winter weather.

Attachments:

Director's Report 12_25

3.7. UNION REPORTS

Description: *This standing agenda item is to receive regular reports from Licensed and/or Classified union representatives.*

Discussion: Brett Duer/SEA reported about representing all member voices, SEA standing meetings, meetings with the Superintendent around SEL for staff, professional development and PLCs. He noted

that one of the main concerns of SEA staff is staff safety and increased student behaviors, saying SEA wants to work cooperatively to meet the needs of students and maintain order in buildings. Discussion ensued.

Meghan McKeown/OSEA spoke about staff morale, staff safety, bargaining, and reporting of disruptive student incidents at school. Discussion ensued.

3.8. TAG REPORT

Speaker(s): Cate Blakesley

Discussion: Cate Blakesley shared a Talented and Gifted (TAG) presentation.

Attachments:

TAG Seaside Updated 11_25

Talented and Gifted Students Slides

3.9. SCHOOL BOARD STATEMENT ON STAFF SAFETY

Speaker(s): Shannon Swedenborg

Discussion: Shannon Swedenborg noted that the Board hears the concerns about staff safety. She noted that at the last meeting there were allegations made about alleged sexual assaults by students against instructional assistants, especially in special needs classrooms. She reported that investigations were conducted and reports were reviewed, and stressed that this was taken very seriously. She explained that our policies and rules require that staff report these kinds of incidents, and she asked staff to make sure to report any and all issues. Swedenborg emphasized that the Board takes the safety of all staff seriously.

4. PUBLIC COMMENT

Description: *The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.*

Discussion: There was no public comment.

5. CONSENT AGENDA - Action

Description: *To make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. If discussion is desired, any item placed on the Consent Agenda may be removed to Action items, at the request of any board member, before a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.*

Action(s): I move to approve the consent agenda. This motion, made by Brian Taylor and seconded by Kevin LaCoste, Carried.

Voting Detail: Katherine Davidson: Absent, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea, Chuck Mattocks: Absent, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

5.1. Approve Minutes of the November 18, 2025 Regular Meeting of the Board

Attachments:

Seaside SD 11-18-2025 SB Meeting Minutes

5.2. Approve Employment of Tiffany Wallin/High School SPED Teacher

Attachments:

Recommendation for Hire Form -Wallin

5.3. Ratify Resignation of Jennifer Wojturski/Elementary Teacher

Attachments:

Wojturski, J. - Resignation

5.4. Approve High School Girls Basketball Volunteer Coach - Megan River

Attachments:

12152025_Volunteer Coach_Megan River

6. **ACTION ITEMS**

6.1. Appointment of Budget Committee Members

Action(s): I move to appoint Katherine Lacaze and Alex Carney to the two open Budget Committee positions. This motion, made by Brian Taylor and seconded by Jason Haag, Carried.

Voting Detail: Katherine Davidson: Absent, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea, Chuck Mattocks: Absent, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

Attachments:

Budget Committee Ranking Form 2025 (Responses) - Form Responses 1

6.2. Gift Approval/Thomas Herche/\$12,378.42

Action(s): I move to approve the gift from Thomas Herche, in the amount of \$12,378.42. This motion, made by Brian Taylor and seconded by Kevin LaCoste, Carried.

Voting Detail: Katherine Davidson: Absent, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea, Chuck Mattocks: Absent, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

Attachments:

Gift Approval_Herche_Dec 2025

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

• **Book Study Discussion**

Description: *This standing agenda item allows the Board to reflect upon statements made during public comment or topics covered and to share announcements or reports of their board-related activities.*

Discussion: Book discussion pushed to next meeting.

8. **INFORMATION ONLY**

8.1. Classified Employment:

- Sophia Spotts - Substitute Assistant Cook
- George Scott - Substitute Van Driver
- Carson Shulte - Custodian
- William Spotts - Part-Time Van Driver
- Jacob Callahan - Substitute Driver

8.2. Classified Resignations:

- Kyle Duffy - Technology Support Specialist

9. **ADJOURN**

Discussion: The meeting was adjourned at 7:18 pm.



SEASIDE HIGH SCHOOL

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL
JASON BOYD, ASSISTANT PRINCIPAL
CHAD CLOUSE, ATHLETIC DIRECTOR
TRAVIS CAVE, COUNSELOR
RENEE MEIER, COUNSELOR
JANE FORMAN, COUNSELOR

December 12, 2025

Susan Penrod, Superintendent
Seaside School District
2600 Spruce Drive, Suite 100
Seaside, OR 97138

Dear Supt. Penrod:

I would like to recommend Will Griffin for the position of High School Natural Resources Assistant for the 2025-26 school year.

Regards,

Jeff Roberts

SEASIDE SCHOOL DISTRICT 10
2025-2026 Budget Calendar
(for the 2026-2027 budget year)

2026

January							February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31								29	30	31					26	27	28	29	30		

May							June							July							August							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2			1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29		
31														30	31					30	31							

September							October							November							December								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12		
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19		
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26		
27	28	29	30				25	26	27	28	29	30	31	29	30					27	28	29	30	31					

- January 20, 2026 **Board Meeting.** Adopt Budget Calendar.

- March 26, 2026 Publish “Notice of First Meeting” of the Budget Committee in the Astorian. *(Not more than 30 days prior.)*

- April 9, 2026 Publish second “Notice of First Meeting” of the Budget Committee in the Astorian. *(Not less than 5 days prior.)*

- April 21, 2026 **First Meeting of the Budget Committee.** Elect chair and vice-chair. Presentation of the Budget Message and Budget Document by the Budget Officer. **Board Meeting.**

- May 19, 2026 **Second Meeting of the Budget Committee.** Target date for approval of budget by Budget Committee. **Board Meeting.**

- June 4, 2026 Publish “Notice of Budget Hearing and Budget Summary” in the Astorian. *(Not less than 5 days nor more than 30 days before.)*

- June 16, 2026 **Public Hearing** on the budget as approved by the Budget Committee. **Board Meeting.** Enact resolutions to adopt the budget, to make the appropriations and to declare the tax levy.



SEASIDE SCHOOL DISTRICT 10
Clatsop County, Oregon
2600 Spruce Drive, Suite 100
Seaside, Oregon 97138

Resolution #3 - 2025-2026

Resolution Authorizing NWRES D Local Service Plan for 2026-27

BE IT RESOLVED by the Board of Directors of Seaside School District in Clatsop County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2026-27 school year.

ADOPTED this 20th day of January 2026.

ATTEST:

Board Chair, Shannon Swedenborg

Superintendent, Susan Penrod

Please email or mail the signed document by February 28, 2026 to:

Valerie White
vwhite@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle
Hillsboro, Oregon, 97124

December 12, 2025

TO: Seaside School District Board of Directors
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District
RE: The 2026-27 Local Service Plan

Colleagues:

It's my pleasure to present the 2026-27 Local Service Plan. As your education service district partner, our goal is to connect school districts to services and resources that might otherwise be out of reach or unaffordable. In the pages that follow, I hope you get a sense of our existing and potential partnership opportunities to support your school district's students.

Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of this vision.

It's a pleasure to work alongside you and your educational staff.

In partnership,



Dan Goldman, Superintendent

Supplementary Materials: Attached with this cover letter, you'll find the Proposed 2026-27 Local Service Plan which includes Summaries of Grant and Value-Add Services; Presentation Slides which include a District Profile with current services; a Proposed Resolution; and the 2026-27 LSP Timeline.

Proposed Motion: "BE IT Resolved, the Board of Directors adopts the 2026-27 Local Service Plan as presented."



Northwest Regional
Education Service District



2026-27 Local Service Plan

A framework for our partnership with school districts in
Clatsop, Columbia, Tillamook and Washington counties

Table of Contents

Local Service Plan

About the Local Service Plan	3
Service Area	4
Board of Directors	5
Key Management	6
Timeline for Plan Development	7
How the Local Service Plan is Funded	8
Core Services	9
Menu Services	12
Administration	13
Early Learning	14
Instruction	15
K-12 Special Education	17
Technology	21
Student Success Act Technical Assistance Plan	23

Appendix

Proposed Resolution Authorizing NWRESD Local Service Plan for 2026-27	27
Grant Funded & Value-Add Services	28



Cover photo: A preschooler plays with a leaf at our Hillsboro Early Childhood Center. This child attended our Better Together classes, where children of all abilities learn and play side-by-side. Better Together classes are available to preschoolers in Astoria, Beaverton, Hillsboro, St. Helens, Tillamook and Tualatin.

About the Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.”

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop,

Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

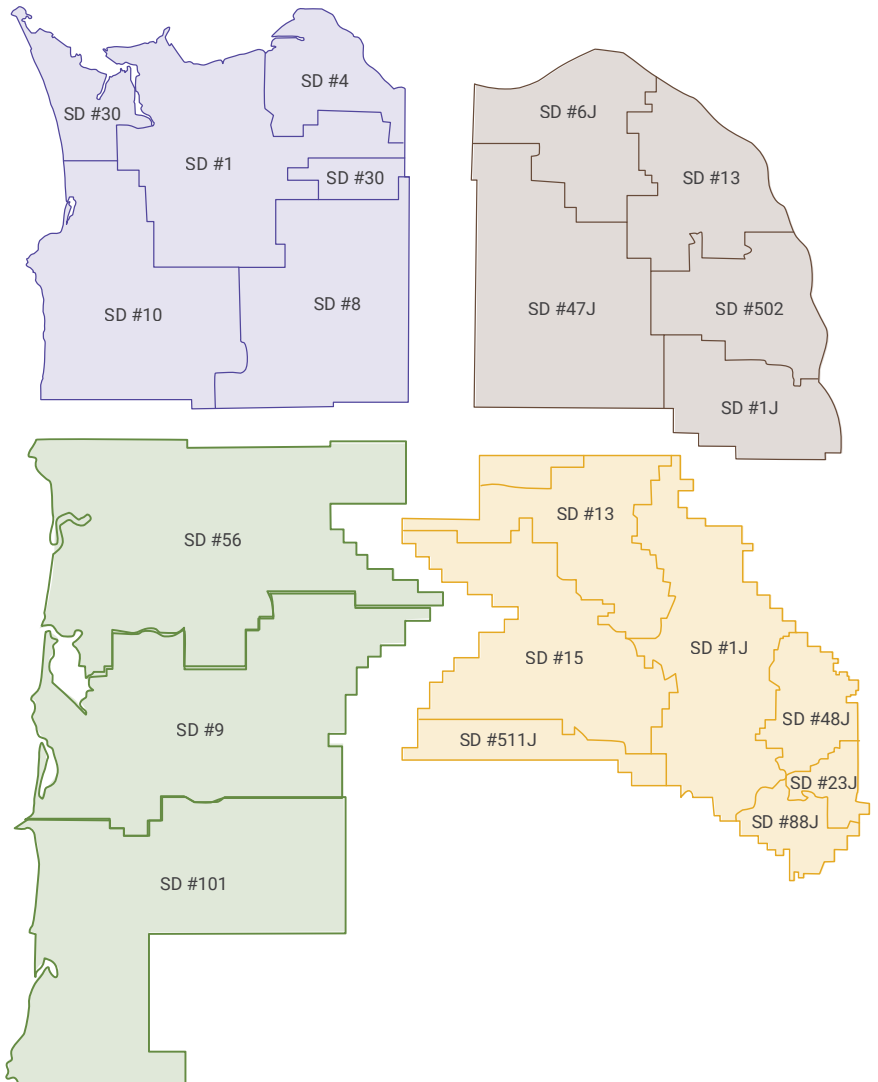
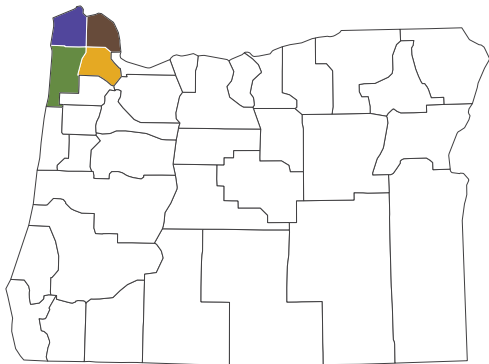
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



Getting more students on track to graduate starts much earlier than senior year. Through our 9th Grade Success Network, schools rethink their practices and adjust their systems so more students obtain six credits by the end of their freshman year -- setting them up for success.

Raeya, then a sophomore at Astoria High School, with her freshman transitions teacher Candace Chapman. Jackie, then a senior at Southridge High School in Beaverton, a 9th Grade Success Network student intern. Knowyn, then a freshman at Beaverton High School, a student who successfully recovered credits after accessing several of the school's on-track supports.

Service Area



Clatsop County

- SD #1 Astoria
- SD #8 Jewell
- SD #4 Knappa
- SD #10 Seaside
- SD #30 Warrenton-Hammond

Columbia County

- SD #6J Clatskanie
- SD #13 Rainier
- SD #1J Scappoose
- SD #502 St. Helens
- SD #47J Vernonia

Tillamook County

- SD #56 Neah-Kah-Nie
- SD #101J Nestucca Valley
- SD #9 Tillamook

Washington County

- SD #13 Banks
- SD #48J Beaverton
- SD #15 Forest Grove
- SD #511J Gaston
- SD #1J Hillsboro
- SD #88J Sherwood
- SD #23J Tigard-Tualatin



Board of Directors



Becky Tymchuk, Chair
Zone 5: Beaverton (Aloha, Beaverton, Mountainside and Southridge attendance areas)



Maureen Wolf, Vice Chair
Board Member At-Large



Christine Riley
Zone 1: Gaston, Sherwood and Tigard-Tualatin



Doug Dougherty
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook and Warrenton-Hammond



Dorian Russell
Zone 3: Hillsboro



Michelle Graham
Zone 4: Beaverton (Sunset and Westview High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia



Paul Jarrell
Higher Education



Mjere Simantel
Social Services



Ernest Stephens
Business position



Key Management



Dan Goldman

Superintendent
nwresd.org/about/contact-us



Catherine Dalbey

Chief Human Resources Officer
cdalbey@nwresd.k12.or.us



Megan Logan

Chief Academic Officer
mlogan@nwresd.k12.or.us



Stuart Long

Chief Information Officer
slong@nwresd.k12.or.us



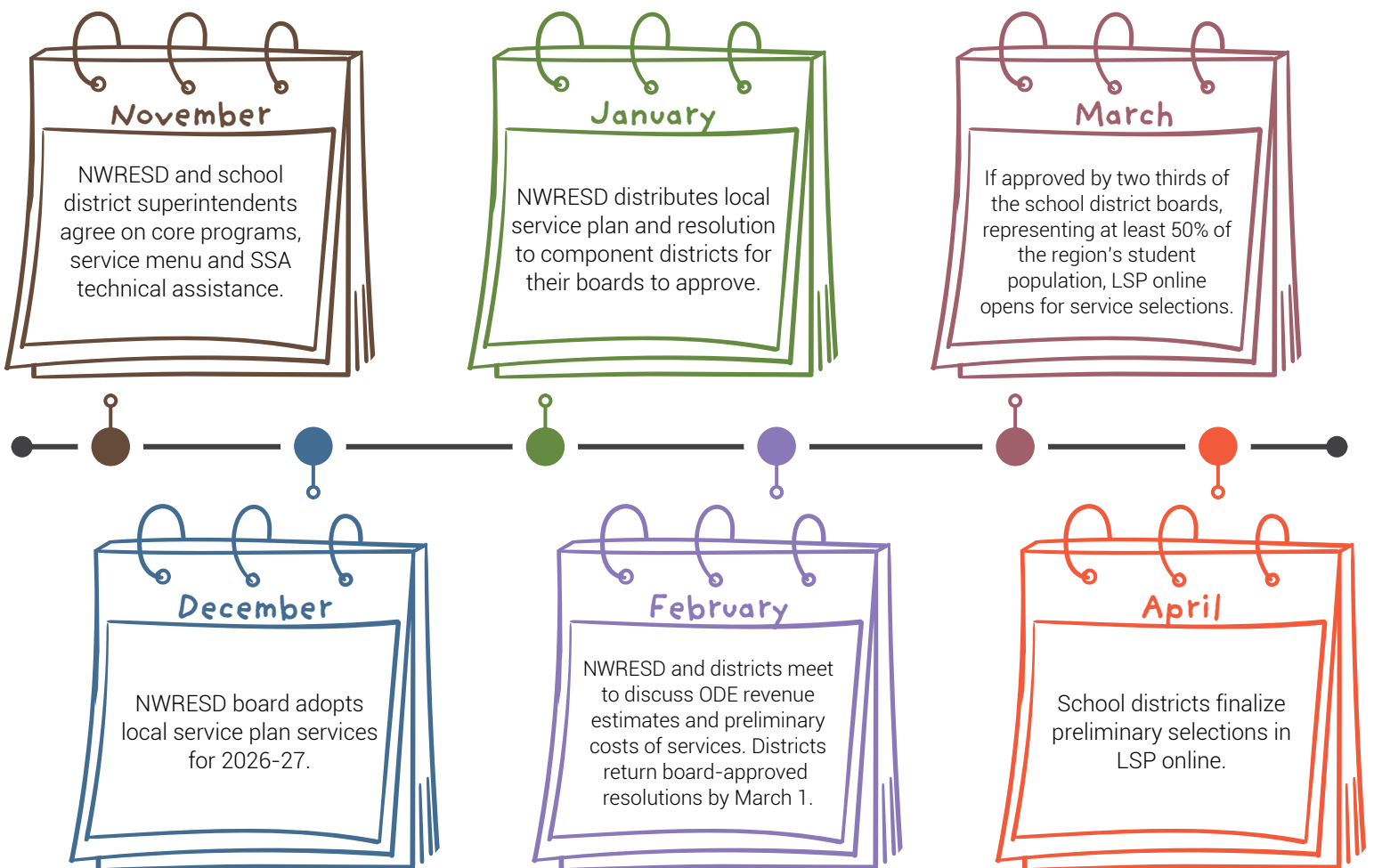
Jordan Ely

Chief Financial Officer
jely@nwresd.k12.or.us

Timeline for Plan Development

In early fall, school districts collaborate with NWRESD to design the local service plan (LSP). The LSP is then formally approved by school district superintendents,

NWRESD's board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.



How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon's largest investment, equating to \$10.2 billion in the 2025-27 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The state and local revenues within the SSF formula provide more than 80% of general operating dollars to school districts and education service districts statewide. For NWRES D specifically, the SSF formula accounts for roughly 22% of our total budgeted resources.

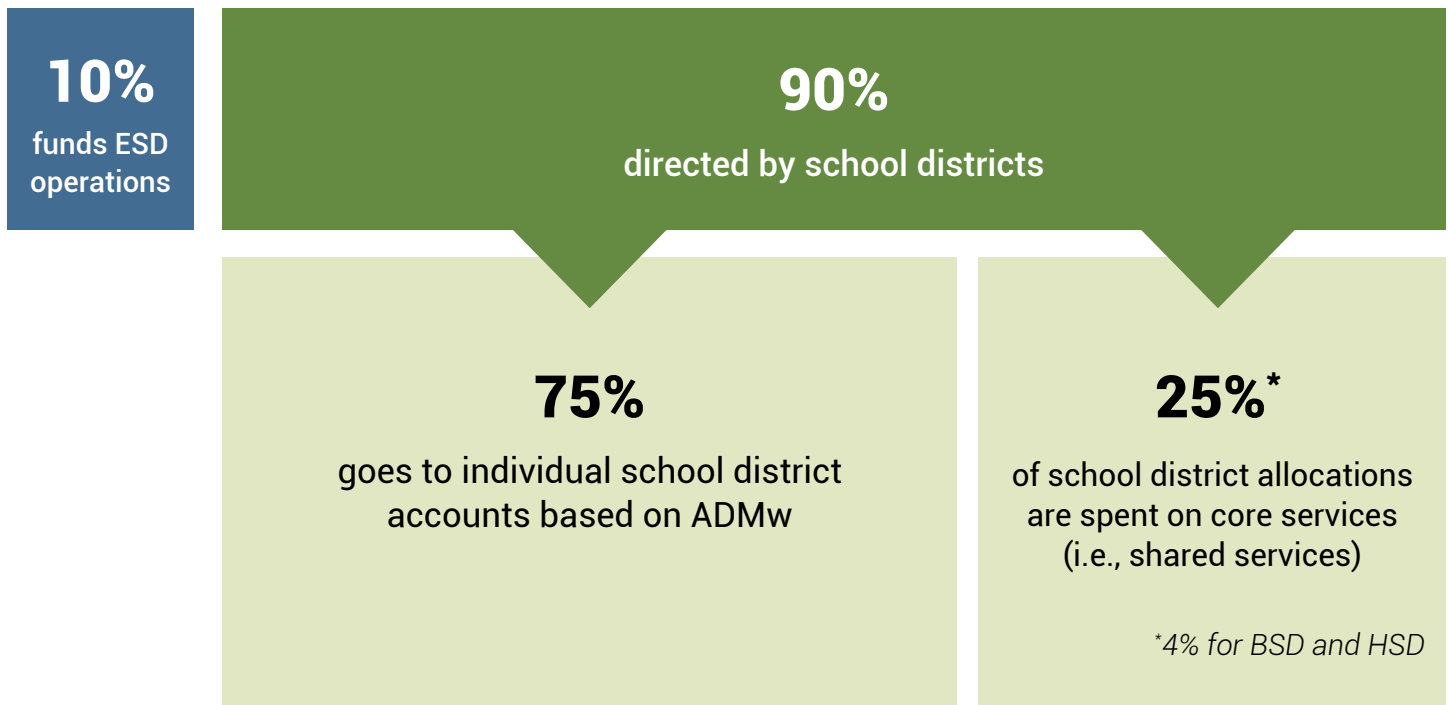
Of the SSF money we receive, 90% is allocated to districts based on weighted student population (ADMw) and 10% supports NWRES D operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.

4.5% of the State School Fund ADMw flows through ESDs.





Two toddlers play together during the soft open and name dedication ceremony of the antkwak Early Learning Center, located in Hillsboro. The center officially opened in July 2025 and will serve an estimated 2,000 children annually through evaluations. Hundreds more will attend special education programs.



Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.



9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

Aspiring Administrators

Our Aspiring Administrators program provides educators who are interested in moving into administrator positions with leadership training and coaching.

Behavior, Attendance, and Social Emotional Systems

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides training and supports around positive behavioral interventions (PBIS), MTSS, and attendance best practices.

Career and College Readiness

We expand college credit and career and technical education (CTE) opportunities for all students, with a focus on students furthest from access and opportunity in our education systems. We support educators and districts through CTE guidance, program support, career readiness resources, work-based learning and career services like guest speakers, resume workshops and career fairs.

Career, College and Workforce Connection Software

We provide districts with access to SchoolLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts. The tool includes work-based learning and industry

partner components. Optional features include social-emotional learning for elementary students, course planning and forecasting. Our team will support your district with implementation.

County Allocations

Through core, each county subset of school districts receives flexible funding to support localized regional priorities agreed upon by the school district superintendents.

Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We also support educators to receive LETRS certification, with additional graduate credit and mentoring through Eastern Oregon's reading clinic. We view skilled reading as a civil right and design programs collaboratively to serve our region

Emergency Closure Network

We provide districts with access to an emergency communication system (FlashAlert) for sharing emergency information, school delays and closures with their communities and the local media.



Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

Grant Services

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities.

Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users.

Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.

Regional Compensation Analysis

We contract with RS2 for statewide licensed salary and regional administrator comparisons.

Restraint and Seclusion

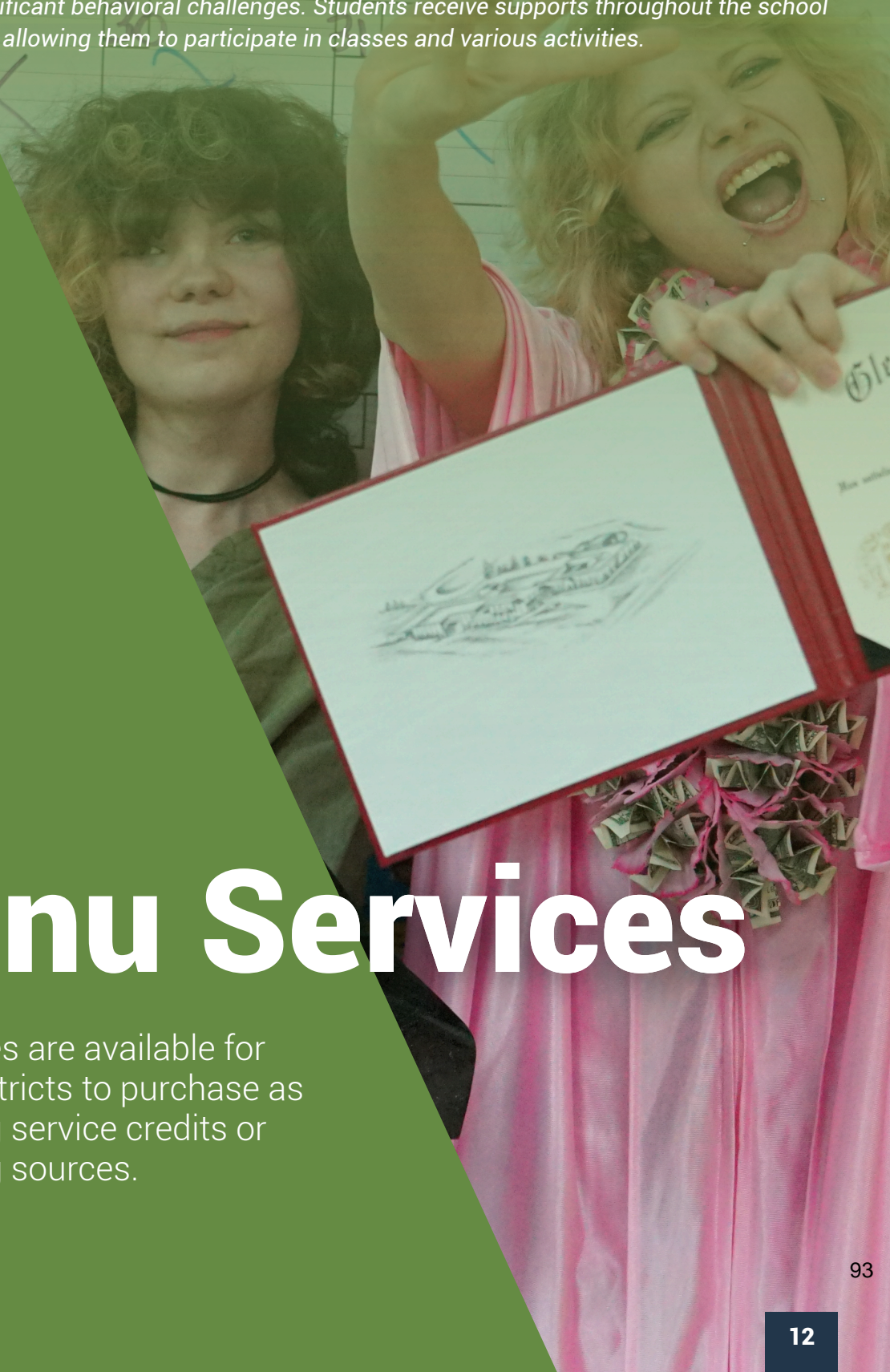
The Restraint and Seclusion Application is a custom-built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



Students from Cascade Academy celebrated their graduation in June. This social-emotional learning school in Beaverton, which is operated by Northwest Regional Education Service District, supports about 50 middle and high school students with significant behavioral challenges. Students receive supports throughout the school day, allowing them to participate in classes and various activities.



Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Administration

Civil Rights and Title IX Coordination

NWRESD offers support services to ensure compliance with federal and state civil rights laws, including Title IX, which prohibits discrimination based on sex in education. Services include consultation on policies and procedures, support in responding to incidents, and assistance in building systems that promote equity, access, and accountability.

Communication Management FTE

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

Educator Pathways

Our Educator Pathways program partners with school districts to cultivate a diverse pipeline of future teachers. The program offers three distinct tracks designed for individuals from a variety of backgrounds who aspire to become licensed educators. These tracks include current classified staff, individuals from racially and culturally diverse communities and high school students interested in pursuing education careers.

Executive & Principal Coaching

Executive coaching is available on a weekly, biweekly, once every three weeks or monthly basis. These sessions will be specifically tailored to the district's and superintendent's needs. Coaching and problem-solving conversations will help participants build their leadership skills, understand the politics surrounding their position, find solutions to complex challenges and increase their confidence and improve their ability to make an educational impact.

Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

Human Resources Investigations

We provide impartial, thorough and timely investigation services to support our component districts in addressing workplace and school-related concerns. Each investigation is tailored to the situation to ensure that districts can respond to sensitive matters consistently, transparently and aligned with best practices.



Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon.

Medicaid reimburses schools for health and related services provided to Medicaid-enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP).

The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

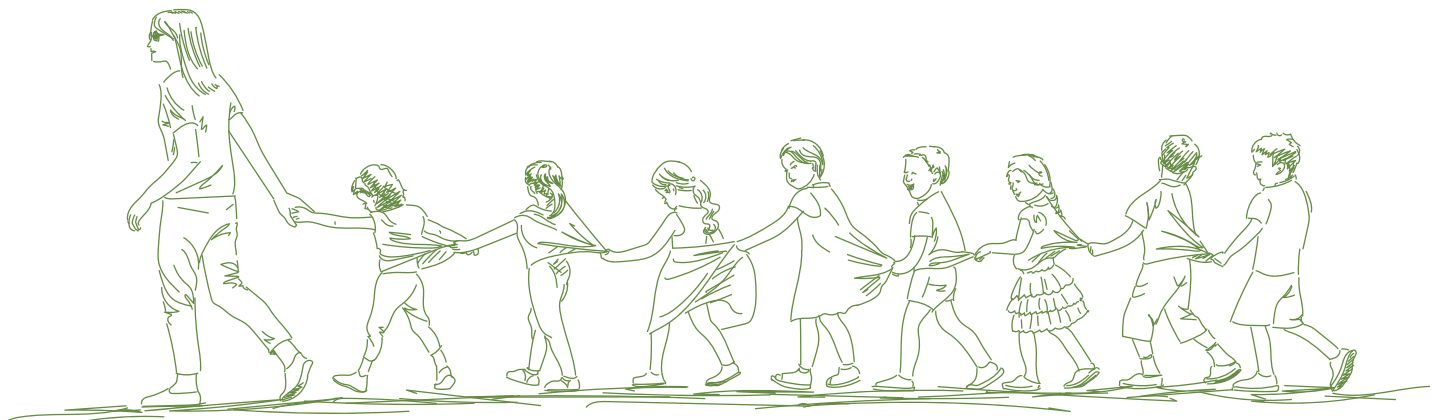
Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts.

Early Learning

Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.





Instruction

Attendance

We partner with district and school attendance teams to implement effective and meaningful attendance structures. The work we do grows community awareness about the importance of regular attendance and strengthens school-to-home connections.

Cascade Education Corps

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

Dual Credit Programming - Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. Willamette Promise focuses on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.

Junior Achievement: Biztown and Finance Park

We offer districts the opportunity to use service credits to partner with Junior Achievement and Biztown. This partnership offers students in the region

a simulated experience to practice real-world business and entrepreneurial skills at the local Finance Park.

Multi-tiered Systems of Support (MTSS) Data System Platform and Technical Support

We provide software and support for data-based screening and progress monitoring of system-wide intervention efforts, identifying individual student needs, and monitoring student progress.

Northwest Regional Outdoor Science School

Northwest Regional Outdoor Science School is an overnight experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.

PCC Mobile Welding Outreach and Training Center

In partnership with Union Pacific, this mobile training center brings state-of-the-art welding instruction directly to high schools across Washington and



Columbia counties. Students gain hands-on experience using professional equipment while earning microcredentials and college credit through Portland Community College (WLD190A/B). The program provides accessible, career-connected learning pathways that prepare students for high-demand jobs in the skilled trades and help address regional workforce needs.

Re-engagement Services

We employ a team of attendance advisers to work directly with school districts on returning as many students as possible to the classroom. Acting on attendance referrals from schools, our team uses a restorative and culturally responsive approach when contacting parents. Along with providing resources and identifying the root cause of absenteeism, the adviser can also provide information on Oregon laws that require students to attend school.

Our team's focus is first on re-engagement while still meeting Oregon attendance laws, as re-engagement has proven much more effective than truancy citations.



K-12 Special Education

Audiology

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for Deaf and hard-of-hearing special education services.

Augmentative and Alternative Communication and Assistive Technology

We help educational teams identify, select and acquire alternative communication and assistive technology devices and/or systems. We also provide any needed training, resources and technical assistance for using those devices and systems.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Behavioral Support Consultation

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment or

behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

Cascade Academy

Cascade Academy is an educational behavioral program located in Beaverton, serving students in grades 7 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special education teachers to meet the student's academic, social, emotional and behavioral needs.

Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Cascade/Pacific Intensive Classroom

The classroom functions as a self-contained program within Cascade and Pacific Academy, serving students in grades 6-10 who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits.

Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

Columbia Academy K-6

Columbia Academy K-6 program annual slots can be purchased as well as daily rates pending availability. The Columbia Academy K-6 program is a special education placement targeting students in grades K-6 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary-age students.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return

to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

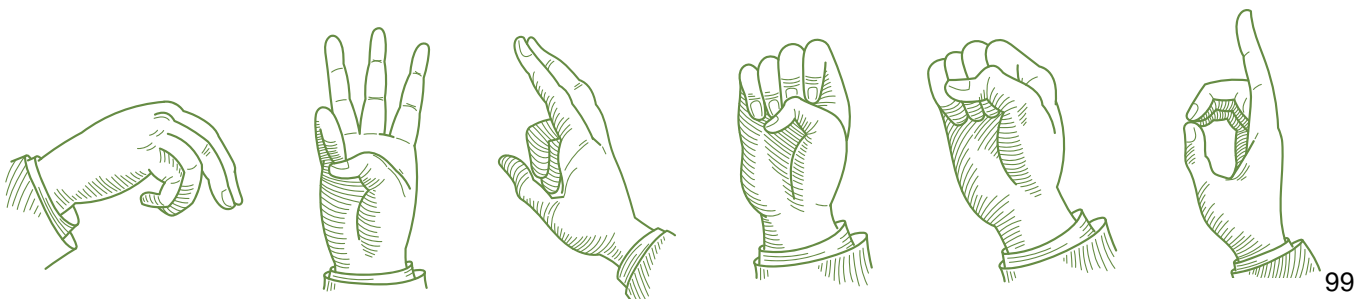
Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Deaf and Hard-of-Hearing Classroom

Our Deaf and hard-of-hearing classroom hosts kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.





FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills.

Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners.

The teacher works with other instructional providers to ensure equitable access to teaching and learning.

Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day.

Classroom staff are trained in trauma-informed care and collaborative problem solving and coordinate with the St. Mary's behavioral support team.

Meadowlark Academy K-5 (Columbia County)

Meadowlark Academy K-5 program annual slots can be purchased as well as daily rates pending availability. The Meadowlark program is a special education placement targeting students in grades K-5 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into classrooms based on grade level and programming needs.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.



Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners – occupational therapists and occupational therapy assistants – provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting.

They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus.

A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants

teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

Pre-Employment Transition Services (Pre-ETS, Formerly YTP)

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

Speech-Language Pathology Services

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services.

Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

Technology

Attendance Reconnection System

Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

District Technology Purchasing

We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.



Help Desk

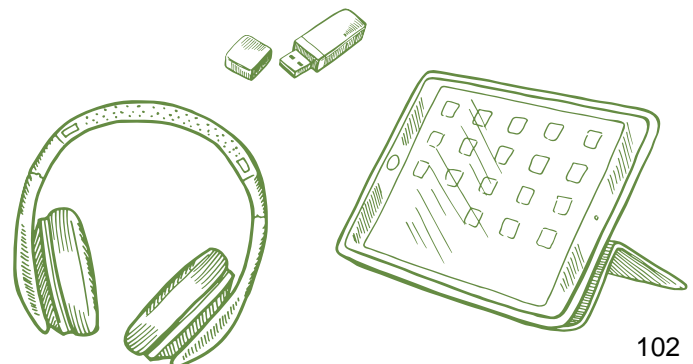
We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

Learning360 Streaming Video

We contract with Infobase to provide Learn360, a Technology Services streaming digital content service for K-12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any internet-enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.





Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities.

Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment.

Modules include: general ledger, budget, accounts receivable, accounts payable, payroll, human resources, grant tracking and inventory.

The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking.

Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



A student in the Jewell School District proudly displays the star performer medal she received after graduating from third grade. In one school year, Jewell School District increased regular attendance by 25 percentage points by putting research-based systems and structures into place to better support students and families.

Student Success Act/Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.



9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

Behavior, Attendance, and Social Emotional Supports (BASES)

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides attendance and school safety and prevention services, social-emotional learning support and MTSS coaching for districts and/or schools.

Communications Technical Assistance

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role.

We are available to assist with:

- crisis response
- Student Investment Account community relations plans
- translation and interpretation, including training on how to work with an interpreter
- graphic design
- messaging
- convening and networking around regionally relevant topics

Community Engagement and Family Partnerships Technical Assistance

Oregon districts feature communities, families and students who have been historically and contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through

training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners.

Structures of accountability and feedback will bring a sense of transparency and authenticity to district planning. Specific services include access to community surveys and ThoughtExchange and training on how to facilitate story circles and empathy interviews.

Comprehensive Support and Improvement/Targeted Support and Improvement (CSI/TSI)

We serve as a vital link between the Oregon Department of Education and our component districts, helping schools identified for Comprehensive or Targeted Support and Improvement (CSI/TSI) develop goals and strategies to improve student outcomes. We support districts through technical assistance, planning facilitation, and coordination with state initiatives like the Student Investment Account. Our role ensures that school improvement efforts are strategic, equity-driven and aligned with their Integrated Programs plan.

Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We view skilled reading as a civil right and design programs collaboratively to serve our region.



Instructional Rounds

Instructional Rounds is run through our Instructional Coaching Network (ICN). Instructional Rounds is a collaborative, evidence-based process in which educators observe learning across classrooms to identify patterns of practice and determine high-leverage next steps. This disciplined inquiry strengthens instructional systems and supports building more equitable learning experiences for all students and improving student outcomes. The foundation of Instructional Rounds is that it is experience-based professional learning where teachers learn with and from each other, a more powerful and effective method of improving teacher practice in order to move student outcomes.

Small/Rural Grant Support Technical Assistance

Our instructional services team provides grant writing services to small and rural school districts in order to fulfill the requirements of Integrated Guidance.

Workforce Development and Career and College Readiness

We provide educators with professional learning communities, career and technical education (CTE) teacher mentoring, curriculum (e.g. Oregon Employability Skills), resources, summer externships, and grants. Student support includes career fairs, career kits, internships and experiential events. We also provide districts with access to SchoolLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts.



Appendix



A child who receives Early Childhood Special Education Services plays with blocks. After receiving services from our specialists, she was able to say mama for the very first time.

Resolution Authorizing NWRESD Local Service Plan for 2026-27

BE IT RESOLVED by the Board of Directors of Seaside School District in Clatsop County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2026-27 school year.

ADOPTED this _____ day of _____ 2026.

ATTEST:

Board Chair

Superintendent

Please email or mail the signed document by March 1, 2026 to:

Valerie White vwhite@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle Hillsboro, Oregon, 97124



A preschooler from Columbia County plays on the playground during an Early Childhood Special Education class during the summer. Last year, 2,800 students received Early Intervention and Early Childhood Special Education services from our agency.

Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESD provides certain services at no cost to school districts.



Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for all students in the state who experience blindness or visual impairment.

Career and Technical Education Washington County Revitalization

This regional initiative expands access to high-quality career and technical education in aerospace, diesel technology, and bioscience. By sharing program slots across districts, students gain college credit, industry credentials, and real-world experience in high-demand fields. The project strengthens equity and collaboration across Washington County, ensuring all students can access pathways to meaningful careers.

Cascade Alliance for Equity (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Cascade Alliance for Equity offers twice-yearly summits, county belonging collaboratives and employee affinity groups to all districts in our region. Summits reverse traditional roles and place students as the experts and educators as the learners in our shared mission to create more equitable and inclusive learning environments.

Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites.

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.



DeafBlind Services

Through our DeafBlind services as part of Oregon's Regional Inclusive Services, we provide materials and tools that facilitate learning, ensuring that content is accessible and engaging for DeafBlind students. Teachers of the Visually Impaired and Teachers of the Deaf and Hard of Hearing can provide consultation and help support specialized training to educational teams. Through State and National DeafBlind projects, we connect students and families to programs and initiatives that offer additional support and resources.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy.

Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

Early Intervention (EI)

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.

Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children from birth to age five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligibility.

Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

Early Literacy Supports (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. The Regional Educator Network provides educators with access to LETRS (Language Essentials for Teachers of Reading and Spelling) training with an option to participate in graduate-level courses on the science of reading. The grant also reimburses districts for substitute and mileage costs.

Early Learning Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.





English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

Equity and Family Partnerships (Regional Educator Network)

We work to ensure every student can achieve their full potential by fostering inclusive, antiracist school environments. Our efforts include promoting culturally sustaining teaching, diversifying the educator workforce, removing barriers for marginalized groups, and supporting educators of color through community and advocacy.

Health Education Training Application

This health-related training database provides on-demand training on topics like CPR, medication administration, anaphylaxis and seizure protocols to every educator in our region. This program enables districts to create training records for every educator and ensures educators are up-to-date on their training requirements.

Instructional Coaching Network (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Instructional Coaching Network provides customized coaching, professional learning and

support with instructional rounds. Our team tailors these services and supports to ensure they align with a school's and/or district's improvement goals.

Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education.

The program focuses on:

- family partnership
- kindergarten preparation
- student empowerment
- high school completion

Northwest Early Learning and Parenting Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners – educators, health care providers, community advocates, businesses and others – to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive. Our regional parenting education hub ensures parents have access to parenting education programs, educational workshops and family engagement opportunities.

Oregon Math Project (STEM Hub)

The Oregon Math Project, facilitated by the Northwest STEM Hub, helps promote the Oregon Department of Education's 2+1 Math Pathways pilots, establish professional learning communities focused on equitable math practices, and offer professional development on K-12 Data Reasoning standards.



Oregon Response to Instruction & Intervention (ORTII)

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing response to intervention systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with specific learning disabilities. The focus of the project is on literacy, early intervention, and the use of evidence-based practices. ORTII has been supported by the Oregon Department of Education since 2006.

Pre-Employment Transition Services (Pre-ETS, Formerly YTP)

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

Regional Equipment Center

The Regional Equipment Center provides adaptive equipment and assistive technology devices to special education students experiencing orthopedic impairment, who are blind or visually impaired or Deaf or hard-of-hearing. Equipment center staff consult with therapists to determine students' equipment needs.

Regional Mentoring (Regional Educator Network)

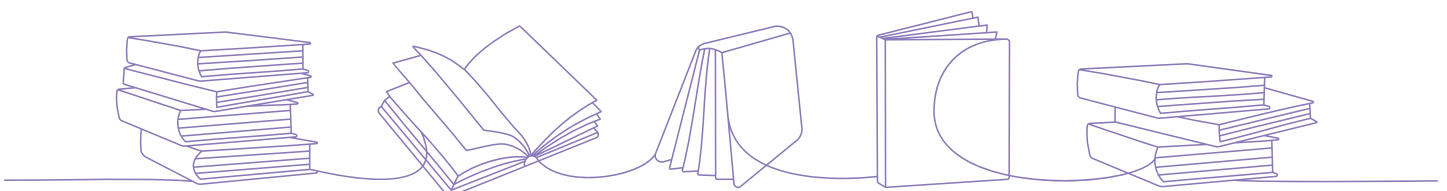
The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our regional mentoring program provides ongoing, individualized support for mentors and novice educators through professional learning opportunities, in-field coaching and cross-district connections. Differentiated strands of support include licensed educators, career and technical educators and classified staff.

Regional Technical Assistance Provider (RTAP)

Through a collaboration with the Oregon Department of Education's Office of Enhancing Student Opportunities and the Oregon Association of Education Service Districts, we provide no-cost regional professional development and targeted technical assistance through a regional technical assistance provider. This provider delivers in-person and virtual support to special education teachers, case managers and directors, which ensures consistent high-quality services for students across Oregon. This support is delivered as part of the state's general supervision requirements.

School Safety and Prevention System

The School Safety and Prevention System was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system provides an integrative approach for aligning





school safety, public education and health systems that is centered in equity, racial equity and access to mental health services.

The program provides technical expertise, consultation, training and system development in responding to threats of violence, sexual incidents, suicidal ideation, bias incidents, and tragedies in the school community.

The program's multi-tiered system of support also includes universal prevention programs aimed at promoting mental health and belonging in schools and preventing bullying, harassment and intimidation.

Spot Vision Screener

The spot vision screener is a device that quickly identifies potential vision problems and determines whether a child needs a more comprehensive eye assessment. This equipment is available for check-out in our professional library.

STEM (Science, Technology, Engineering, Math) Hub

The Northwest STEM Hub serves 15 school districts and their surrounding communities throughout Clatsop, Columbia, Tillamook and rural Washington counties. The team empowers students by removing barriers to STEM education by offering integrated learning experiences for students and families, providing professional development and resources to rural teachers, and partnering with local industry, community organizations, and post-secondary institutions to promote career-connected learning opportunities.

Traumatic Brain Injury (TBI) Services

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

Fourth and fifth graders at
Vernonia Elementary



About Northwest Regional Education Service District

Our Service Area



Clatsop County

Astoria
Jewell
Knappa
Seaside
Warrenton-Hammond



Columbia County

Clatskanie
Rainier
Scappoose
St. Helens
Vernonia



Tillamook County

Neah-Kah-Nie
Nestucca Valley
Tillamook



Washington County

Banks	Hillsboro
Beaverton	Sherwood
Forest Grove	Tigard-Tualatin
Gaston	

Our Leadership



Dan Goldman,
Superintendent



Becky Tymchuk, Chair
Zone 5



Maureen Wolf,
Vice Chair, Board
Member At-Large



Christine Riley
Zone 1



Doug Dougherty
Zone 2



Dorian Russell
Zone 3



Michelle Graham
Zone 4



Paul Jarrell
Higher Education



Mjere Simantel
Social Services



Ernest Stephens
Business

How We're Working Together to Support Seaside Kids

Mously Mbatie, an 8-year-old from Pacific Ridge Elementary, won the Clatsop County art contest to promote early literacy. The *How to Raise a Reader* campaign was developed by the Northwest Regional Early Learning Hub to highlight **what students love about reading and what it means to them.**

"I drew me with all my favorite book characters. **They make me feel like they are always with me.**"

[Story: When Do Kids Start Learning to Read? It's Not Kindergarten.](#)



Spotlight on Data: Seaside by the Numbers



84 5th graders and **6** high school student leaders attended Outdoor Science School (2024-25).



34 kids served through EI/ECSE (May 2025).



6 participants in the Diverse Educator Pathway program (as of June 2025).



11 special ed. staff support the district in special education areas (as of fall 2025).



1 staff participating in the Aspiring Administrators program (as of fall 2025).

Current participation in professional learning and systems support

- 9th Grade Success Network
- Attendance Services
- Career & College Readiness
- Instructional Coaching Network
- Outdoor Science School
- School Safety & Prevention Services
- STEM Hub



2026-27 Local Service Plan

The Scope of the **Local Service Plan**

- A. **Core services**, i.e. shared services, available to all component school districts
- B. **Menu of services** available by district request
- C. **Integrated Guidance Technical Assistance Plan**

Note: While the Local Service Plan does not include grant and other value added services for the purpose of board approval, we cover that information in jobalike conversations for the purpose of evaluation and submit in board packets to provide context of the full scope of services provided.



Role of the School Board

ORS 334.175

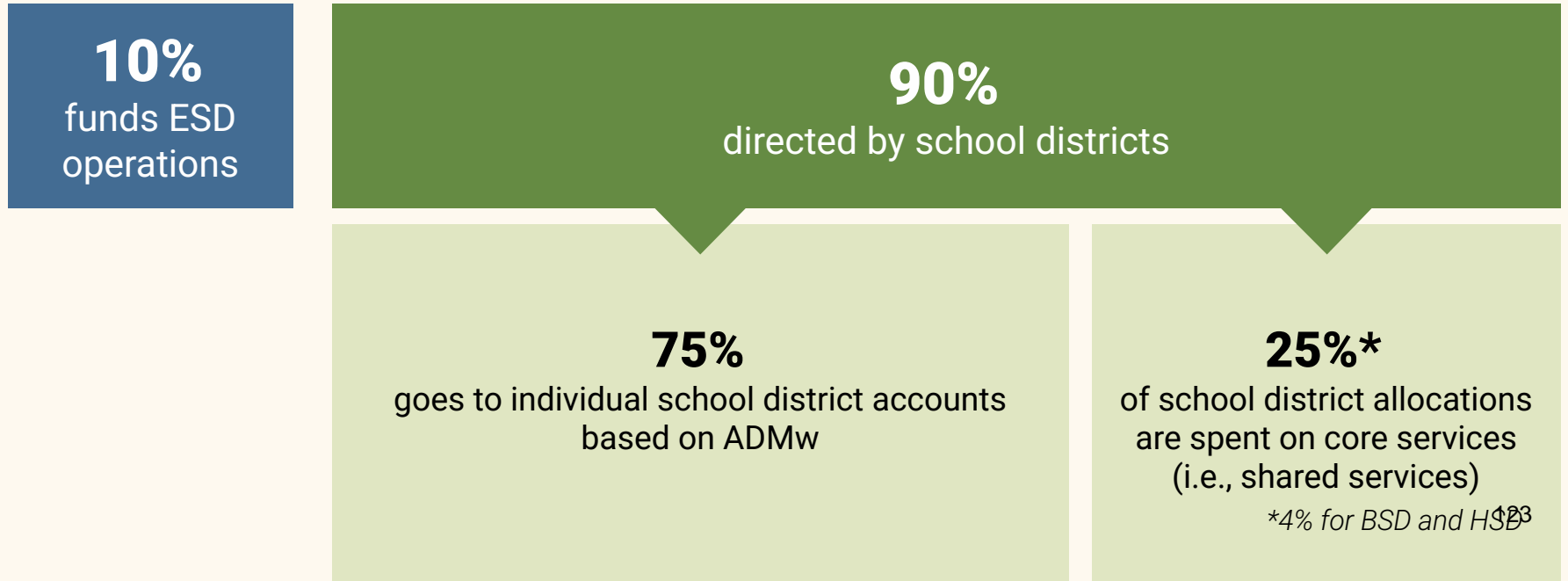
Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils



4.5% of the State School Fund ADMw flows through ESDs.

Here's how that gets sliced up



Core Services

According to ORS 334.15, the goal of our core services are to:

- a) Assist component school districts in meeting the requirements of state and federal law;
- b) Improve student learning;
- c) Enhance the quality of instruction provided to students;
- d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- e) Maximize operational and fiscal efficiencies for component school districts.



Local Service Plan Development Timeline

April-October

Jobalike feedback
& plan co-creation

November

Superintendents
agree on plan

**Unanimous Approval
from Supts on 11/14/25**

December

NWRESD board
adopts plan

December 15

Plan & resolution
distributed to
school boards

February

NWRESD/school
districts discuss prelim.
services costs

March 1

Deadline for
school board
resolution

March to April

LSP online
opens for district
selections

April 15

Deadline for
districts to make
prelim. selections

County Allocations

Technology

- Cybersecurity Services
- Emergency Closure Network (FlashAlert)
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Services
- Restraint and Seclusion App
- Technical Engineering Cooperative
- Career, College and Workforce Connection Software (SchoolLinks)

Administration

- Regional Compensation Analysis
- Aspiring Administrators

Education Programs

- Instructional Services
 - Early Literacy
 - 9th Grade Success Network
 - BASES: Behavior Attendance and Social Emotional Supports
 - *Attendance Services*
 - *Social Emotional Learning*
 - *MTSS Coaching*
 - *School Safety & Prevention*
 - Grant Writing
- Workforce Development
 - Career & College Readiness (CCR)



Cascade Academy Graduation

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Administration

- Communications Management FTE
- Educator Pipeline Programs (formerly Grow Your Own, Classified Mentoring & Diverse Educator Pathways)
- Executive & Principal Coaching
- Fiscal Services (Payroll, Business Office Management, etc.)
- Human Resources Investigations
- Civil Rights and Title IX Coordination
- Medicaid Reimbursement
- Spanish Language Interpretation and Translation

Early Learning

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations



Education Programs

- Attendance & Re-engagement Services
- Cascade Education Corps
- Dual Credit Programming - Willamette Promise
- Junior Achievement: Biztown and Finance Park
- MTSS Data System Platform & Technical Support
- Northwest Regional Outdoor Science School
- Oregon Virtual Education (ORVED)
- PCC Mobile Welding Outreach and Training Center



K-12 Special Education

- Audiology
- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard-of-Hearing Services and Classrooms
- FM Rentals
- Learning Specialists
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Pre-Employment Transition Services (Pre-ETS, Formerly YTP)
- School Psychology Services
- Speech-Language Pathology Services
- Social Emotional Learning Schools
 - Cascade Academy
 - Cascade/Pacific Intensive Classroom
 - Columbia Academy K-6
 - Levi Anderson Learning Center
 - Meadowlark Academy K-5
 - Pacific Academy



Technology

- Attendance Reconnection System
- Criminal Background Check System
- District Technology Purchasing
- Help Desk
- Learn360 Streaming Video
- Oregon Data Suite
- Public School Works
- Restraint and Seclusion
- School ERP Pro
- Synergy Student Information System
- Technical Engineering Cooperative



Student Success Act/ Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts to make progress toward the goals of the Student Success Act.



Student Success Act/Integrated Guidance Technical Assistance Plan

- 9th Grade Success Network
- Behavior Attendance and Emotional Supports (BASES)
 - Attendance Services
 - Social Emotional Learning
 - School Safety & Prevention
- Communications Technical Assistance
- Community Engagement and Family Partnerships
Technical Assistance
- Comprehensive Support and Improvement/Targeted
Support and Improvement (CSI/TSI)
- **Early Literacy Supports**
- Instructional Rounds
- Small/Rural Grant Support Technical Assistance
- Workforce Development and Career and College
Readiness



ODE Proposed \$7.5m Cut to
SSA TA (Early Literacy
braided with REN funding)





Columbia EI/ECSE Classroom

Grant-Funded and Value-Add Services

Through federal, state and private grants, NWRES D provides certain services at no cost to school districts. *(Not part of the Local Service Plan.)*



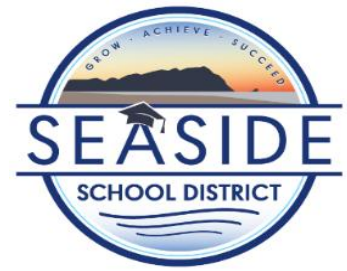
- Attendance Services
- Child Care Resource and Referral (Clatsop, Columbia, Tillamook)
- Courier
- CTE Revitalization Washington County
- Early Intervention/Early Childhood Special Education (EI/ECSE)
- Early Learning Hub (Clatsop, Columbia, Tillamook)
- English Language Learner Consortium (Title III)
- Health Education Training Application
- Instructional Technology Professional Learning
- Migrant Education Program
- Oregon Math Project (STEM HUB)
- Oregon Response to Instruction and Intervention (ORTIi)
- Regional Educator Network (REN)
 - **Projected Programs:**
 - *Early Literacy Supports*
 - *Instructional Coaching Network*
 - *Regional Mentoring*
 - *Cascade Alliance for Equity*
- Regional Inclusive Services
 - *Autism Spectrum Disorder Services*
 - *Blind Visually Impaired (BVI) Student Services*
 - *Deaf and Hard-of-Hearing Services*
 - *Deafblind Services*
 - *Regional Equipment Center*
 - *Traumatic Brain Injury Team*
- School Safety and Prevention System
- SPED Regional Technical Assistance Program (RTAP)
- Spot Vision Screener
- STEM Hub (Clatsop, Columbia, Tillamook)
- Youth Transition Program (YTP)

Proposed Motion

*I move to approve the 2026-27
Local Service Plan as presented.*

2026-2027 DISTRICT CALENDAR

176 Total student days (T1:57, T2:57, T3:62)



2026

JULY

Su	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

AUGUST

- 24-27 All Staff In-Service & Preparation Days
- 31 Classes begin-grades 1-5, 6 & 9, + new 10-12*

SEPTEMBER

- 1 Classes begin-7-8, & 10-12*
- 2-3 Classes begin-PreK-K*
- 7 Labor Day

OCTOBER

- 8-9 6-12 Parent Teacher Conferences**
- 5 In-service Day/No School for Students
- 15-16 PreK-5 Parent Teacher Conferences**

NOVEMBER

- 11 Veterans Day
- 20 Last Day of Term 1
- 23 Grading Day/No School for Students
- 24-27 Thanksgiving Break

DECEMBER

- 21-31 Winter Break

JANUARY

- 1 Winter Break Continues
- 14-15 6-12 Parent Teacher Conferences**
- 18 Martin Luther King Jr. Day

FEBRUARY

- 1 In-service Day/No School for Students
- 15 President's Day

MARCH

- 5 Last Day of Term 2
- 8 Grading Day/No School for Students
- 18-19 PreK-5 Parent Teacher Conferences**
- 22-26 Spring Break

APRIL

- 15-16 6-12 Parent Teacher Conferences**

MAY

- 31 Memorial Day

JUNE

- 7 Seaside High School Graduation
- 10 Last Day of Term 3/Half-Day for Students*
- 11 Grading Day/No School for Students

OCTOBER

Su	M	T	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

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19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

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20	21	22	23	24	25	26
27	28	29	30	31		

2027

JANUARY

Su	M	T	W	Th	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

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14	15	16	17	18	19	20
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28						

MARCH

Su	M	T	W	Th	F	S
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27	28	29	30	31		

APRIL

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25	26	27	28	29	30	

MAY

Su	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

Su	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Wednesdays/one-hour early release

Staff In-Service

Schools Closed/No Students, No Staff

Parent Teacher Conferences**

Last day of term

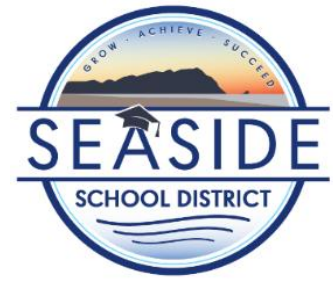
*Check with individual schools for schedule/release times

** Parent/Teacher Conferences: Thursday, half-day with students, Friday no students

Note: Preschool classes do not always follow this calendar, contact school for details

CALENDARIO DEL DISTRITO 2026-2027

176 Total de días para estudiantes (T1:57, T2:57, T3:62)



2026

JULIO							AGOSTO							SEPTIEMBRE						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
		1	2	3	4							1			1	2	3	4	5	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

OCTUBRE							NOVIEMBRE							DICIEMBRE						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
			1	2	3		1	2	3	4	5	6	7		1	2	3	4	5	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

2027

ENERO							FEBRERO							MARZO						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
					1	2	1	2	3	4	5	6	1	2	3	4	5	6		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

ABRIL							MAYO							JUNIO						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
			1	2	3							1			1	2	3	4	5	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

AGOSTO

- 24-27 Días de capacitación y preparación para todo el personal
- 31 Inicio de Clases para 1-5, 6 & 9, nuevos en 10-12*

SEPTIEMBRE

- 1 Inicio de clases para 7-8, & 10-12*
- 2-3 Inicio de Clases para Prescolar y Kinder*
- 7 Día de el Trabajo

OCTUBRE

- 8-9 Conferencias con maestros/grados 6-12**
- 5 Día de capacitación / No hay clases
- 15-16 Conferencias con maestros/PreK-5**

NOVIEMBRE

- 11 Día de los Veteranos
- 20 Último día del primer trimestre
- 23 Día de calificaciones / No hay clases
- 24-27 Descanso de Dia de Accion de Gracias

DICIEMBRE

- 21-31 Vacaciones de Invierno

ENERO

- 1 Vacaciones de Invierno continuan
- 14-15 Conferencias con maestros/grados 6-12**
- 18 Día de Martin Luther King Jr.

FEBRERO

- 1 Día de capacitación / No hay clases
- 15 Día del Presidente

MARZO

- 5 Último día del segundo trimestre
- 8 Día de calificaciones / No hay clases
- 18-19 Conferencias con Maestros/Prescolar-5**
- 22-26 Descanso de Primavera

ABRIL

- 15-16 Conferencias con maestros/grados 6-12**

MAYO

- 31 Día de los Caídos en la Guerra

JUNIO

- 7 Graduacion de Seaside HS
- 10 Último día del tercer trimestre/Solo mediodía estudiantes
- 11 Día de calificaciones / No hay clases

Miércoles/La salida es una hora antes

Personal en Servicio

Escuelas cerradas/No estudiantes, no personal

Conferencias de padres con maestros**

Último día del periodo

*Consulte con cada escuela el horario/horarios de salida.

** Conferencias de padres con maestros: jueves, medio día con estudiantes, Viernes sin estudiantes

Nota: Las clases preescolares no siempre siguen este calendario, comuníquese con la escuela para obtener más detalles.



Fwd: Resignation from Seaside School District Board.

1 message

Penrod, Susan <spenrod@seasidek12.org>
To: Leslie Garvin <lgarvin@seasidek12.org>

Wed, Jan 7, 2026 at 8:07 PM

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

From: **Lacoste, Kevin** <klacoste@seasidek12.org>
Date: Wed, Jan 7, 2026 at 5:01 PM
Subject: Resignation from Seaside School District Board.
To: Shannon Swedenborg <sswedenborg@seasidek12.org>
Cc: Susan Penrod <spenrod@seasidek12.org>

Dear Chairperson Swedenborg,

I am writing to formally submit my resignation from the Seaside School District School Board, effective January 20th, following the conclusion of our January 20th School Board meeting.

Over the past year, I have faced several health and medical challenges, and in addition, a new business venture now requires me to spend significant time out of state. As a result, I am no longer able to give this role the time and attention it deserves, and I believe it is in the best interest of the district for me to step aside.

It has been an honor to serve alongside such a dedicated group of board members. I wish the School Board continued success and extend my best wishes to Superintendent Penrod and the entire district as you continue your important work on behalf of students and the community.

Thank you for the opportunity to serve.

Sincerely,
Kevin LaCoste

--
Sincerely,
Susan Penrod
Superintendent
Seaside School District
2600 Spruce Drive, Suite 100
Seaside, Oregon 97138
503-738-5591
spenrod@seasidek12.org

Strengthening community, inspiring possibility, ensuring opportunity.

SCHOOL BOARD VACANCY INFORMATION

- January 7, 2026
 - Resignation received from Kevin LaCoste, effective immediately following the January 20, 2026 Regular Meeting of the School Board.
 - January 20, 2026 - Regular Meeting of the Board
 - School Board vacancy is announced for Gearhart Zone 4/Position 2, with a term that ends in June 2027.
-

PROPOSED PROCESS & TIMELINE FOR APPOINTMENT OF NEW MEMBER

- **January 21, 2026** - Board Vacancy Application is posted to the Seaside School District website and messaged out to staff, families and community.
 - **February 3, 2026** - Board Vacancy Application closes at end of day.
 - **February 4, 5, or 6, 2026** - Schedule a Work Session to review applications.
 - By Committee (identify members), OR
 - By full Board
 - **February 17, 2026** - At the Regular Meeting of the School Board, take action to appoint a new School Board member.
 - **March 17, 2026** - At the Regular meeting of the School Board, swear-in the new School Board member.
-

Potential Work Session Meeting Times:

- February 4 or 5, 2:00 pm
- February 4 or 5, 5:00 pm
- February 5, 8:00 am
- February 6, anytime after 9:30 am

Potential Motions:

RECOMMENDED MOTION FOR FULL BOARD TO REVIEW APPLICANTS

I move that the Board approve the proposed timeline & schedule [as presented] [as modified] with a Work Session on [DATE/TIME] for the full Board to review applications.

RECOMMENDED MOTION FOR COMMITTEE TO REVIEW APPLICANTS

I move that the Board approve the proposed timeline & schedule [as presented] [as modified] with a Work Session on [DATE/TIME] for a Committee, made up of [BOARD MEMBER NAMES], to review applications.

Seaside School District Board Vacancy Application

This form is to allow interested residents to be considered for appointment to the vacant position for Seaside School District (SSD) Board of Directors Zone 4/Position 2.

This application will open on January 21, 2026 and close at the end of the day on February 3, 2026.

* Indicates required question

1. Email *

2. Name *

3. Phone Number *

4. Residential Address *

5. Mailing Address (if different than residential address)

6. How many years have you resided within the Seaside School District boundaries? *

7. Occupation *

8. Do you attest you are a registered voter in Clatsop County? *

Mark only one oval.

Yes

No

9. Are you a resident of Zone 4 (Precincts 110, 115 & 116)? Clatsop County Precinct & Ward Boundaries map: https://files.smartsites.parentsquare.com/5085/zones_01_20_2023.pdf *

Mark only one oval.

Yes, I have reviewed the Clatsop County Precinct & Ward Boundaries map and my residence address is within Zone 4 (precincts 115 & 116)

No, I am not a resident of Zone 4, but would like to be considered for an at large position if there are no applicants for Zone 4.

10. Do you accept that this appointment will expire on June 30, 2027 and should you desire to continue serving on the SSD Board, you will be required to run for election? *

Mark only one oval.

- Yes
 No

11. Do you accept the obligation to prepare for and attend board meetings which occur monthly on the third Tuesday at 6:00 pm, as well as at other times as deemed necessary for the Board to conduct business, and do you understand that failure to do so for consecutive months could result in your removal from office? *

Mark only one oval.

- Yes
 No

12. Do you currently have students attending school in the District? *

Mark only one oval.

- Yes
 No

13. Please share what makes you interested in serving on the SSD Board of Directors. *

14. Do you have other civic or educational board/committee experience? If so, please list below.

15. Do you accept that responsible school board governance requires informed decision making and therefore agree to participate in both whole-group and individual learning (work sessions, conferences, etc) in addition to regular business meetings? *

Mark only one oval.

Yes

No

16. What is your understanding of a school board's powers and duties as a governing body as well as an individual member's authority and responsibilities? *

17. What do you see as the biggest challenge facing SSD at this current time? *

18. What do you think you can bring to the SSD board? *

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Google Forms

OSBA Model Sample Policy

Code: KL
Adopted:

Public Complaints */** (Version 4)

(This version of sample policy KL does not need an accompanying administrative regulation, it is a stand-alone policy. If this policy is chosen by the Board, recommend delete any other existing complaint procedure.)

{Highly recommended policy. OAR 581-022-2370 requires districts to have a complaint procedure.}

Board members recognize that complaints about schools may be voiced by {employees,} {students,} parents of students who attend a school in the district{,} and persons who reside in the district. {When such complaints are made to a Board member, the Board member shall refer the person making the complaint to the superintendent or designee. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual board member has no authority to do so.}

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should be made to the superintendent.

A person may initiate a complaint by discussing the matter with the {administrator}{principal}. That {administrator}{principal} shall attempt to resolve the complaint within {10} working days of initiation of the complaint with the {administrator}{principal}. If the complainant is dissatisfied, the complainant may file a written complaint with the superintendent within {10} working days of the decision from the {administrator}{principal}. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved after {10} working days of receipt of the complaint by the superintendent, the complainant may appeal to the Board. A written complaint referred to the Board may be considered{ at the next regularly scheduled or special Board meeting}. A final written decision regarding the complaint shall be made by the Board within {20} days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board chooses not to hear the complaint, the superintendent's decision is final. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.

The timelines may be extended upon written agreement between the district the complainant. {{1}}

~~{The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.}~~

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within {10} working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda {at the next regularly scheduled or special Board meeting}. The Board may use executive session if the subject matter

¹ {{For district information. The district's timeline established by each step of the district's complaint procedure for alleging a violation found in OAR 581-002-0003 must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)}}}

qualifies under Oregon law. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [3+0] days of receipt of the request to place the complaint on a Board meeting agenda. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [3+0] days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [3+0] days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair should be made directly to ~~[district counsel]~~ [the Board vice chair] on behalf of the Board. The ~~[district counsel]~~ [Board vice chair] shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [3+0] days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

~~[~~A complainant must file a complaint within the later of either time limit set below, in accordance with State law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.]

The district's final decision for a complaint processed under this Board policy that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a ~~[student,]~~ parent or guardian of a student attending school in the district or a person that resides in the district, and the

complaint is not resolved through the complaint process above, the complainant may file an appeal² to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 [(See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction)].

Charter Schools of which the District Board is a Sponsor

~~[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging a violation of ORS 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards). A complainant may appeal and will submit such appeal to the [superintendent] [Board chair] on behalf of the district Board within [30] days of receipt of the decision from the public charter school board. A final decision reached by the district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 – 581-002-0023.]~~

OR

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will not review an appeal of a decision reached by the Board of the Cannon Beach Academy[name of public charter school] on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of the Cannon Beach Academy [name of public charter school] as the district Board’s final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]

[[3]] Review Process for a Public School Board Complaint Decision

The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, within [20] days, in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within [10] days. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board’s decision.]

END OF POLICY

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

³ [If the district Board elects to hear appeals on public charter school complaints for which the district Board has jurisdiction, as decided by statements in the charter agreement, Board policy, or a board resolution, this language is recommended for this policy to delineate the process.]

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.107](#)

[ORS 659.852](#)
[OAR 581-002-0001 - 002-0005](#)

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Seaside School District 10

Code: KL
Adopted: 6/18/19
Revised/Readopted: 4/19/22
Orig. Code: KL

Public Complaints**

Parents of students who attend school in the district, persons who reside in the district, staff, and students are encouraged to make their complaints known to the district and to give the district an opportunity to review those concerns and respond to them. Complaints about instructional or learning materials, staff members, discipline, alleged violation of Division 22 Standards, restraint and/or seclusion or retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should approach the principal and, if possible, resolve the complaint at this level.

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR(1) - Public Complaint Procedure.

Complaints about Board policy or administrative regulations should be referred directly to the superintendent.

Complaints against the principal should 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 referred to the Board chair on behalf of the Board.

Complaints against the Board chair should be referred directly to the Board vice chair on behalf of the Board.

When a complaint is made directly to the Board or to an individual Board member, it will generally be referred to the superintendent for evaluation and possible investigation. A Board member shall not attempt to consider such complaints in any official capacity acting as an individual Board member.

If a complaint is not resolved in any step of the complaint process, the complainant may request that it be moved on to the next step in accordance with the established procedure.

The superintendent shall develop administrative regulations designed to encourage the timely resolution of public complaints while providing a system of review which will allow both the complainant and other affected parties an opportunity to be heard.

If a complainant, who is a parent or guardian of a student who attends school in the district, a student or a person who resides in the district, alleges a violation of Oregon Administrative Rules, Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation) and the complaint is not

resolved through the complaint process, the complainant may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction).

Charter Schools of which the District Board is a Sponsor

The district Board, through this policy, will not review an appeal of a decision reached by the Board of the Cannon Beach Academy on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of Cannon Beach Academy as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.107](#)

[ORS 659.852](#)

[OAR 581-002-0001 – 002-0005](#)

[OAR 581-022-2370](#)

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

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

AC - Nondiscrimination

ACB - All Students Belong

IIA - Instructional Resources/Instructional Materials Adoption

OSBA Model Sample Policy

Code: KL-AR{(1)}

Revised/Reviewed:

Public Complaint Procedure

{Highly Recommended AR. OAR 581-022-2370 requires districts to have a complaint procedure.}

A parent or guardian of a student attending a school in the district[, or] a person who resides in the district[, a staff member] [, or a student] who wishes to express a concern should discuss the matter with the school employee involved.

{1} The {Administrator}{Supervisor}: Step One

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the {administrator}{supervisor} within {five} working days of the employee's response. The {administrator}{supervisor} shall evaluate the complaint and render a decision within {five} working days after receiving the complaint. (A form is available, but is not required.)

The Superintendent: Step Two

If Step One does not resolve the complaint, within {10} working days of the written response from the {administrator}{supervisor}, the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report ^{2}{in writing or in an electronic form} to the complainant within {10} working days after receiving the written complaint.

The Board: Step Three

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within {five} working days of receiving the superintendent's decision. The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as

^{1} [For district information. The district's timeline established by each step of the district's complaint procedure for alleging a violation found in OAR 581-002-0003 must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)]

² [If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]

the district's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

If the Board chooses not to hear the complaint, the superintendent's decision in Step Two is final^{3}.

~~The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.~~

The complainant shall be informed in writing or in electronic form of the Board's decision within ~~{20}~~^{4} days from the hearing receipt of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the district and the complainant.

The district's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant, who is a [student,] parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may appeal⁵ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon OARs 581-002-0001 – 581-002-0023.

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within {10} working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda[at the next regularly scheduled or special Board meeting]. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~{30}~~ days of receipt of the request to place the complaint on the Board agenda. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within ~~{30}~~ days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

³ [If the Board choose to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]

⁴ In a complaint process with more than one step, a written decision should be issued within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step.}

⁵ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~[3+0] days~~ of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair may be referred directly to the ~~[district counsel]~~ [Board vice chair] on behalf of the Board. The ~~[district counsel]~~ [Board vice chair] shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~[3+0] days~~ of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

~~[6]~~ Charter Schools of which the District Board is a Sponsor

The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, ~~within [20] days,~~ in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within ~~[3+0] days~~ of receipt of the complaint. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board's decision.]

~~[6]~~ If the district Board elects to hear appeals on public charter school complaints for which the district Board has jurisdiction, as decided by statements in the charter agreement, Board policy, or a board resolution, this language is recommended for this administrative regulation to delineate the process.~~]~~

[Name of District]

COMPLAINT FORM

To: Employee* Administrator/Supervisor* Superintendent Board chair Board vice chair

* Form available but is not required.

Person Making Complaint _____

Phone Number _____ Email _____

Nature of Complaint _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

Signature of Complainant: _____ Date: _____

.....

Office Use

Disposition of Complaint: _____

Signature: _____ Date: _____

cc: District Office

Seaside School District 10

Code: KL-AR(1)
Revised/Reviewed: 6/18/19; 4/19/22
Orig. Code: KL-AR(1)

Public Complaint Procedure

Step One

Any member of the public who wishes to express a concern should discuss the matter with the school employee involved. The employee shall respond within five working days.

The Administrator: Step Two

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the administrator within five working days of the employee's response. The administrator shall evaluate the complaint and render a decision within five working days after receiving the complaint. (A form is available, but is not required.)

The Superintendent: Step Three

If Step Two does not resolve the complaint, within 10 working days of the written response from the administrator, the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required.)

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report in writing or in an electronic form to the complainant within 10 working days after receiving the written complaint.

The Board: Step Four

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as the district's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

If the Board chooses not to hear the complaint, the superintendent's decision in Step Three is final¹. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.

¹ If the Board choose to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

The complainant shall be informed in writing or in electronic form of the Board's decision within 20 days from the hearing of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the district and the complainant.

The district's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant, who is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may appeal² the district's final decision to the Deputy Superintendent of Public Instruction under Oregon OARs 581-002-0001 – 581-002-0023.

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, within 30 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, within 30 days, in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, within 30 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair may be referred directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, within 30 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

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

Seaside School District
COMPLAINT FORM

To: Employee* Administrator/Supervisor* Superintendent Board chair Board vice chair
* Form available but is not required.

Person Making Complaint _____

Phone Number _____

Email _____ Date _____

Nature of Complaint _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

Signature of Complainant: _____ Date: _____

Office Use: Disposition of Complaint: _____

Signature: _____ Date: _____

cc: District Office