

**Siletz Valley Schools**  
**Regular Board Meeting Agenda**  
**May 28, 2026, 5:30pm (Rescheduled from May 26, 2026)**  
**Siletz Valley School Board Room**

**I. Call to Order, Land Acknowledgement and Roll Call**

**II. Public Participation:** The Board welcomes comments and questions from the public about items on the agenda during the Public Comment section only. If you wish to address the Board this evening on an agenda topic, please fill out a blue slip available on the whiteboard near the door and hand it to the Board Recorder. When the Board Chair calls you to speak, you are allowed 3 minutes. If more than one person will be addressing the same topic, we ask that you appoint a spokesperson. (Policy BDDH) *If you wish to file a complaint, Board Policy requires completion and submission of a complaint form that you can access in the front office. (Policy KL, and KL-AR). Personnel concerns must not be addressed in a public meeting of the Board and must go through the complaint policy process. Reach out to the Superintendent after the meeting for assistance.*

**III. Approval of Items on the Consent Agenda:** (Consent agenda items are designated by the Board to be adopted in a single motion. If any board member or the Superintendent need clarification or wish to discuss an item listed on the Consent Agenda, they may request that item to be removed and it will be discussed separately)

A. Consent Agenda

**IV. Information Items**

A. Superintendent's Report

1. Athletics- Kent Rilatos
2. Academics- Cova Metcalf
3. Culinary- Patrick Clarke
4. Principal/Acting Superintendent- Debra Barnes

B. Enrollment/Attendance

C. Financial Reports

D. April 30 LCSD Compliance Letter

**V. Action Items**

A. Approve April Checks and Deposits

B. Approve Personnel Changes

C. Approve Out of County Field Trips

D. Approve SVS MS/EL Plan

E. Approve 2026-2027 School Calendars

F. Approve 2026-2027 School Board Calendar

G. Adopt 2026-2027 SVS Budget

H. Approve 2026-2027 Staff Contracts

**VI. Executive Session:** To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing. (ORS 192.660(2)(i))

**VII. Adjournment** Next Regular Board Meeting June 30, 2026, 5:30pm

## **Tribal Land Acknowledgement**

**Siletz High School resides within the ancestral homelands of the Siletz, Yaquina, Tillamook, and Alsea Tribes. Today, those tribal descendants are represented by the Confederated Tribes of Siletz Indians. Siletz High School Warriors are honored for the opportunity to teach, learn, and work on their ancestral lands. We recognize and appreciate the ongoing contributions they make to our school, our families, and our community.**

**Go Warriors**

**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ACTION ITEM

**TOPIC:** CONSENT AGENDA

**PREPARED BY:** DANIELLE WELCH

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

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**DESCRIPTION OF AGENDA ITEM:**

Approval of meeting minutes from:  
April 28, 2026 Regular Board Meeting

**RECOMMENDATION:**

Approve

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No

**Siletz Valley School**  
**Regular Board Meeting Minutes**  
**April 28, 2026**

**I. Call to Order at 5:31pm**

**Board Members present:** Jen Metcalf, Frankie Rilatos, Sharon Edenfield, Jacob Reid, Dee Butler-Excused Absence

**II. Approval of Items on Consent Agenda**

a. March Regular Board and April 2 and April 8, 2026 Special meeting minutes, Sharon made a motion to approve consent agenda, Jacob seconded, Frankie and Jen both in favor and the motion carried.

**III. Information Items- Superintendent's Report**

a. Athletic Report

b. Culture Report

i. Jen suggested we invite students to report on their successes and experiences

c. Student Success, Graduation Tracking and College Readiness Report

d. Culinary Report

e. Principal/Acting Superintendent Report

**IV. Information Items**

a. **Enrollment and Attendance-** Reviewed

b. **Financial reports-** Reviewed

i. Sharon requested income statements and balance sheets to be included in the board packet.

**V. Action Items**

a. **March Checks and Deposits**

SVS Checking Account

Check numbers & deposits that were processed from March 1 through March 31, 2026..

Check numbers 5044-5070 (27 AP checks) and 7281-7288 (8 payroll checks) for a total of \$59,782.67.

31 Payroll direct deposit for a total of \$84,095.10 ; Employer paid payroll expenses total of \$65,625.98.

SVS Checking Account Deposits

3 Deposits #152-154 for a total of \$96,062.85

2 Transfers from SVS Money Market to Checking in the amount of \$300,000.00

SVS MM Account

1 Deposit #192 for a total of \$153,201.94.

i. Jacob motioned to approve the March checks and deposits; Sharon seconded, Jen and Frankie both in favor and the motion carried.

b. **Personnel Changes**

- i.. Sharon motioned to approve the personnel changes; Jacob seconded, Jen and Frankie both in favor and the motion carried.
- c. **Out of County Field Trips**
  - i. 5/4/26 Explore & More to USO for Showcase; Sharon motioned to approve out of county field trip, Jacob seconded, Jen and Frankie both in favor and the motion carried.
  - ii. 5/5-5/6/26 Drum Group to Pendleton, 5/27/26 Drum Group to Lebanon High School, 5/28-5/29/26 Drum Group to OSAA Track & Field Eugene & 6/17/26 Drum Group to COSA Conference in Seaside; Jacob motioned to approve all listed out of county field trips, Sharon seconded, Jen and Frankie both in favor and the motion carried.
  - iii. 5/21-5/22/26 Culinary to Lane Community College; Jacob motioned to approve out of county field trip, Sharon seconded, Jen and Frankie both in favor and the motion carried.
- d. **Adopt SVS Policy Updates**
  - i. EBB- Integrated Pest Management; Sharon motioned to adopt policy updates, Jacob seconded, Jen and Frankie both in favor and the motion carried.
  - ii. GBN/JBA- Sexual Harassment; Jacob motioned to adopt policy updates, Sharon seconded, Jen and Frankie both in favor and the motion carried.
  - iii. IGBAB/JO-AR and JO/IGBAB-AR- Education Records/Records of Students with Disabilities Management; Jacob motioned to adopt policy updates, Sharon seconded, Jen and Frankie both in favor and the motion carried.
  - iv. IKF- Graduation Requirements; Sharon motioned to adopt policy updates, Jacob seconded, Jen and Frankie both in favor and the motion carried.
  - v. JOA- Directory Information; Jacob motioned to adopt policy updates, Sharon seconded, Jen and Frankie both in favor and the motion carried.
  - vi. GBNA/JHFF- Suspected Sexual Conduct with Students and Reporting Requirements; Sharon motioned to adopt policy updates, Jacob seconded, Jen and Frankie both in favor and the motion carried.
  - vii. AC- Nondiscrimination and Civil Rights; Jacob motioned to adopt policy updates, Frankie seconded, Jen and Sharon both in favor and the motion carried.
  - viii. AC-AR- Discrimination Complaint Procedure; Jacob motioned to adopt policy updates, Frankie seconded, Jen and Sharon both in favor and the motion carried.
  - ix. IL- Assessment Program; Sharon motioned to adopt policy updates, Jacob seconded, Jen and Frankie both in favor and the motion carried.
  - x. JHCD- Medications; Jacob motioned to adopt policy updates, Frankie seconded, Jen and Sharon both in favor and the motion carried.
  - xi. JHCD-AR- Medications; Jacob motioned to adopt policy updates, Frankie seconded, Jen and Sharon both in favor and the motion carried.
  - xii. JHCD/JHCDA Medications, JHCD/JHCDA-AR- Medications, JFCEB-AR Personal Electronic Devices and Social Media; Sharon motioned to delete policies, Jacob seconded, Jen and Frankie both in favor and the motion carried.
  - xiii. JHH- Student Suicide Prevention; Jacob motioned to adopt new policy, Sharon seconded, Jen and Frankie both in favor and the motion carried.
- e. **Adopt Amendment to Bylaws**
  - i. Sharon motioned to adopt amendment to bylaws, Jacob seconded, Jen and Frankie both in favor and the motion carried.

**.f. Approve date change for May 26 Board Meeting**

i. Jen motioned to change the date of the May 26 board meeting to May 28, Sharon seconded, Jacob and Frankie both in favor and the motion carried.

**g. Approve RFP's**

i. Siding and Roofing Removal with Installation for Small Gym, Painting for Big Gym and Siding Removal and Replacement for Woodshop; Jacob motioned to approve all RFP's, Frankie seconded, Jen and Sharon both in favor and the motion carried.

**h. Approve CIP**

i. Jen motioned to approve Continuous Improvement Plan, Jacob seconded, Frankie in favor and Sharon was absent from the vote, and the motion carried.

**i. Restated Articles of Incorporation**

i. Jacob motioned to approve Restated Articles of Incorporation, Frankie seconded,

**VI. Adjournment**

, i. Jen motioned to adjourn at 7:33pm, Jacob seconded, Frankie in favor and Sharon was absent from the vote and the motion carried.

Minutes taken by Danielle Welch

**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** SUPERINTENDENT REPORT

**TOPIC:** SUPERINTENDENT REPORT

**PREPARED BY:** DEBRA BARNES

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

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**DESCRIPTION OF AGENDA ITEM:**

- 1) Athletic Report- Kent Rilatos
- 2) Culture Report Kent Rilatos/Theresa Smith
- 3) Academic Report- Cova Metcalf
- 4) Culinary Report- Patrick Clarke
- 5) Principal/Acting Superintendent Report- Debra Barnes

**RECOMMENDATION:**

Review

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No

## **Athletic Director/Culture Report 5/26/26 Kent Rilatos**

### **Current Athletic Participation:**

- Middle school and High school sports have completed Golf, and Baseball seasons
- Track has one athlete competing in the state track meet this Thursday and Friday.

### **Athletics Looking Forward:**

- High School will offer Volleyball and Football. With Cross Country a coop possibility.
- Middle School will have Volleyball and Football also.

### **Coaches for Spring Sports**

- High School Girls & Boys track coach is Bella Christensen and Kent Rilatos
- Middle School Girls & Boys Track is Bella Christensen and Kent Rilatos
- High School Boys and Girls coach Korey Cimock.

### **Athletic Director for 1A**

- Bella and Kent attended the OADA conference as League and state representatives.
- Our Athletic department will start a Captains club, as a leadership club on campus. We will look at forming this with next year's student/athletes from all sports and culture.
- Siletz will be in a new football conference next year and Kent Rilatos is writing and compiling the new SOP's for this conference.

### **Travel for sports**

- Fall travel will be set once schedules are set.

### **Athletics Handbook Review**

- Any Changes?

### **Summer Activities**

- Install a new backstop for the teeball field.
- Summer weaving and open gyms as scheduled.

### **Culture and sports**

- We will be drumming for the OSAA Track and Field Championships at Haywood field in Eugene this Thursday, Friday and Saturday.

## SVS Student Tracking Report, 5.28.26

Student Success Advisor, Cova Metcalf

### Graduation Tracking

| #Students | Grad | College Acceptance | FAFSA | Oregon Promise | OR Tribal Student | Other Apps | Award |
|-----------|------|--------------------|-------|----------------|-------------------|------------|-------|
| 18        | 18   | 12                 | 12    | 7              | 7                 | 4          | 5     |

16 Seniors

2 12+ Students

Of the 18 students preparing for graduation:

16 students are on track for Graduation

2 students are finishing the last of credit recovery

### Credit Recovery

13 students have completed 33 credit recovery courses collectively:

### ASPIRE

Annual report has been completed including all activity opportunities provided to students this academic year. Application for the next year will be completed on the ASPIRE timeline

### Career & College Exploration

Finding Funds –

8 Seniors have completed the FAFSA application.

Emails encouraging Seniors to complete applications for additional funding opportunities continue to be sent to students and their guardians. **June 1<sup>st</sup> is the deadline.**

5 college visits have occurred, OCCC and SWOCC, opening doors to opportunity after high school.

OCCC Presentation February 26<sup>th</sup>

Southwestern Oregon Community College March 9<sup>th</sup>

Southwestern Oregon Community College Culinary Tour April 22<sup>nd</sup>

Linn-Benton Community College April 29<sup>th</sup>

Oregon Coast Community College May 6<sup>th</sup>

University of Oregon May 18<sup>th</sup>

Oregon State University May 20<sup>th</sup>

5 additional students have decided to attend college after attending a tour.

## **Scheduling**

Planning for the 2026-27 school year class schedule has begun, with one schedule option complete. Waiting on final calendar to finalize in Synergy and begin the student selection process for the 2026-27 academic school year.



# Siletz Valley School



## **SILETZ VALLEY SCHOOL**

### **Culinary Arts Program**

*School Board Report — May 2026*

Submitted by: Patrick Clarke, Culinary Director

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### **PROGRAM OVERVIEW**

May 2026 marks the culmination of a full and productive school year for the Siletz Valley School Culinary Program. Across all class levels — from Culinary 1 through the Advanced Culinary Team — students deepened their technical skills, contributed to school and community nourishment, honored Indigenous food traditions, and prepared for the opportunities ahead. The program capped the month with significant upcoming community events and continued momentum into the summer season.

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### **CLASSROOM CURRICULUM — MAY 2026**

#### **Culinary 1**

Culinary 1 students continued to build their foundational knowledge and kitchen confidence in May, blending academic skills with hands-on kitchen work. The class worked on kitchen fractions — applying practical math to recipe scaling, portioning, and measurement tasks that arise every day in a working kitchen. Students also undertook a book report project focused on a chef they find personally inspiring, connecting their growing culinary identity to the broader world of professional cooking.

In the kitchen, Culinary 1 students actively supported the school lunch and snack programs throughout the month — sandwich preparation, salad bar setup and replenishment, and meal preparation. In celebration of Mother's Day, students prepared a sweet treat to take home — a moment every student carried with pride.

#### **Middle School Culinary**

Middle school students engaged in a full month of hands-on learning anchored in kitchen mathematics and creative dish design. Preparations included brownies from scratch, eggs in a variety of styles, fresh pasta, and sauces. Several deep cleaning sessions reinforced the professional standard that a clean kitchen is the foundation of a safe and productive one. Middle school students also prepared something sweet for Mother's Day — a meaningful connection between the kitchen and the people they love.



# Siletz Valley School



## **Bountiful Oregon**

Bountiful Oregon students completed their Seafood Butchery Program — filleting and processing oysters, Oregon albacore, Dover sole, lingcod, and rockfish, all donated from Oregon's sustainable coastal fisheries. Tribal member Todd Logan visited the classroom multiple times to share his expertise and Indigenous knowledge of Pacific Northwest seafood traditions, grounding the students' knife skills in a longer tradition of coastal harvest maintained by the Confederated Tribes of Siletz Indians for generations. Students also filleted and deboned rockfish and lingcod in preparation for school lunch service.

## **Advanced Culinary**

Advanced Culinary students balanced Indigenous food education with consistent kitchen production. The class studied and planted native foods, building knowledge of plants traditional to this region and their role in Indigenous food sovereignty. Production highlights included pulled pork and house-made spaghetti sauce at scale for school lunch. Advanced students also proved indispensable in weekly food order management — consistently putting the week's food order away and keeping the entire program's kitchen operations running smoothly.

## **Culinary Team**

The Culinary Team navigated a month that tested their adaptability alongside their culinary skills. The team prepared extensively for a large-scale catering event — then had to regroup and recover professionally when the event fell through. The Writing Day Celebration was a standout success: students prepared and served food for students, staff, and families with confidence and energy, including extensive cotton candy practice that added a festive skill to the team's repertoire.

Team members spent time writing resumes and applying for positions on next year's team — taking genuine ownership of the program's future. The team also engaged in collaborative goal-setting, discussing what they want to accomplish next year. This student-driven planning is the hallmark of a mature, high-functioning culinary program.

## **CAFETERIA OPERATIONS — MAY 2026**

The cafeteria continued its unbroken record of daily nourishment for the entire school community throughout May 2026. Despite end-of-year demands, staffing variability, and an intensive curriculum schedule, service was maintained without interruption.

# Siletz Valley School



| Metric                |  |
|-----------------------|--|
| Projected meals (May) | On track to exceed 7,500 meals for the month           |
| Service continuity    | 100% — every school day, no interruptions              |
| Student contributions | All grade levels in prep, service, and clean-up        |
| Staffing resilience   | Short-staff days recovered through student flexibility |
| Behavioral impact     | Incentive program showing measurable positive change   |
| Community response    | Continued positive feedback from students and staff    |

Serving 7,500+ projected meals in May — while running five class levels, completing the Seafood Butchery Program, managing catering, and preparing for end-of-year events — is a testament to the operational strength of the entire program. The cafeteria is not separate from the educational mission. It is part of it.

## UPCOMING EVENTS

### Water Day BBQ

Students are actively planning the food offerings — selecting menu items, coordinating production, and taking ownership of the event's culinary experience from concept to service.

### Graduation

The Culinary Team will prepare sweet treats and charcuterie for the graduation celebration — a fitting capstone to the school year and a meaningful contribution to one of the most important days for their classmates.

### TYEE Summer Foods Program

The program will provide assistance to the TYEE program for summer foods service — ensuring the culinary program's commitment to community nourishment does not pause when the school year ends, while creating meaningful summer skill-building opportunities for students.

### Yaa-Tr'ee-Yan at Pow Wow — Application Submitted

The program has submitted an application for the Yaa-Tr'ee-Yan food trailer to represent Siletz Valley School Culinary Arts at Nesika Illahee Pow Wow — an opportunity to serve food that honors the traditions of the Confederated Tribes of Siletz Indians to a gathered tribal community.

*The Siletz Valley School Culinary Program thanks the school board for its continued support, and remains committed to excellence in culinary education, community service, and tribal cultural pride.*

Report submitted by: Patrick Clarke, Culinary Director, Siletz Valley School

Report date: May 2026

Siletz Valley School Culinary Program • May 2026



# SILETZ VALLEY SCHOOL

## Principal/Acting Superintendent's Report to the Board of Directors

May 22, 2026

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### Curriculum & Instruction

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- The ML/EL (Multilingual Learner/English Learner) Plan has been completed and is presented for board approval this evening.
- State Testing is in its final stages. STAR testing has commenced and is currently underway.

### Board Policy & Governance

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- Board policies were approved at the last board meeting and have been posted to the school website in accordance with required procedures.

### Facilities & Construction

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- RFPs were approved, bids were received and reviewed, and a contractor has been selected.
- SVS is now coordinating with LCSD to obtain final approval to begin construction. LCSD requested a letter from legal counsel; that letter has been received and forwarded to LCSD.
- We are hopeful that construction will begin on May 26, 2026, pending final LCSD approval.

### High School Success (HSS) Program Review

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- The HSS review was completed and results were positive overall.
- Two focus areas were identified for improvement. These will be addressed through targeted planning and action during the fall semester.
- SVS is proud to celebrate 18 graduates this year — a milestone worthy of recognition by the full board.

### Grants & Funding Opportunities

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- LBLED is actively assisting SVS in exploring a potential grant opportunity. Details are forthcoming as that process develops.
- SVS submitted an application for the Native Ag Fund grant in May. We are currently awaiting notification on the outcome.

### Staffing

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- SVS has successfully hired a Behavior/Family Liaison. This position will play an important role in supporting student behavior and strengthening family engagement.

## **Attendance**

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Attendance continues to be a challenge. Contributing factors this reporting period include:

- Family vacations
- Student and family illnesses
- Senior skip day
- Student suspensions

SVS will continue to monitor attendance data and work with families and the new Behavior/Family Liaison to develop strategies to improve attendance rates.

Respectfully submitted,

**Principal/Acting Superintendent, Siletz Valley School**  
*May 22, 2026*

**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ENROLLMENT REPORT

**TOPIC:** ENROLLMENT REPORT

**PREPARED BY:** DANIELLE WELCH

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

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**DESCRIPTION OF AGENDA ITEM:**

Enrollment Report

**RECOMMENDATION:**

Informational

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No



2025-2026 Regular Attenders Rate Lincoln County School District

| SCHOOL                              | As of end of... |           |         |          |          |         |          |       |       |     |      | School attendance goal 25-26 | Difference as of most recent |  |
|-------------------------------------|-----------------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|------------------------------|------------------------------|--|
|                                     | 24-25           | September | October | November | December | January | February | March | April | May | June |                              |                              |  |
| <b>North</b>                        |                 |           |         |          |          |         |          |       |       |     |      |                              |                              |  |
| Oceanlake Elementary School         | 54.6            | 65.4      | 63.6    | 57.9     | 52.5     | 56.2    | 56.6     | 51.2  | 48.3  | 0.0 | 0.0  | 59.6                         | -11.3                        |  |
| Taft Elementary School              | 60.7            | 77.0      | 72.3    | 67.5     | 63.5     | 67.3    | 65.3     | 60.8  | 60.8  | 0.0 | 0.0  | 65.7                         | -4.9                         |  |
| Taft Middle School                  | 55.9            | 61.7      | 63.2    | 66.1     | 66.2     | 63.6    | 65.0     | 62.4  | 63.4  | 0.0 | 0.0  | 60.9                         | 2.5                          |  |
| Taft High School                    | 52.2            | 52.0      | 50.4    | 54.0     | 51.8     | 51.7    | 50.2     | 47.5  | 47.0  | 0.0 | 0.0  | 57.2                         | -10.2                        |  |
| RA Rate: North                      | 55.9            | 63.5      | 61.5    | 60.8     | 57.9     | 59.2    | 58.3     | 54.6  | 54.2  | 0.0 | 0.0  | N/A                          | N/A                          |  |
| <b>East</b>                         |                 |           |         |          |          |         |          |       |       |     |      |                              |                              |  |
| Toledo Elementary School            | 60.3            | 75.0      | 73.6    | 67.7     | 62.1     | 63.4    | 59.7     | 59.9  | 61.4  | 0.0 | 0.0  | 65.3                         | -3.9                         |  |
| Toledo Junior High School           | 53.8            | 62.0      | 57.6    | 60.9     | 61.8     | 57.0    | 54.8     | 54.2  | 58.8  | 0.0 | 0.0  | 58.8                         | 0.0                          |  |
| Toledo Senior High School           | 50.0            | 60.5      | 56.0    | 54.4     | 50.8     | 50.0    | 47.6     | 49.5  | 46.6  | 0.0 | 0.0  | 55.0                         | -8.4                         |  |
| RA Rate: East                       | 56.1            | 68.3      | 65.3    | 62.3     | 58.4     | 58.1    | 55.0     | 55.6  | 56.2  | 0.0 | 0.0  | N/A                          | N/A                          |  |
| <b>West</b>                         |                 |           |         |          |          |         |          |       |       |     |      |                              |                              |  |
| Yaquina View Elementary School      | 65.5            | 75.0      | 72.8    | 70.7     | 66.0     | 67.9    | 66.1     | 63.1  | 62.3  | 0.0 | 0.0  | 70.5                         | -8.2                         |  |
| Sam Case Elementary School          | 73.8            | 85.1      | 81.6    | 76.1     | 73.6     | 71.2    | 73.2     | 72.8  | 73.2  | 0.0 | 0.0  | 78.8                         | -5.6                         |  |
| Newport Middle School               | 67.7            | 70.3      | 71.7    | 72.8     | 71.6     | 68.6    | 69.7     | 68.2  | 69.0  | 0.0 | 0.0  | 72.7                         | -3.7                         |  |
| Newport High School                 | 66.7            | 70.6      | 73.3    | 72.2     | 71.1     | 68.9    | 69.9     | 67.7  | 67.7  | 0.0 | 0.0  | 71.7                         | -4.0                         |  |
| RA Rate: West                       | 68.3            | 74.3      | 74.6    | 72.9     | 70.9     | 69.2    | 69.9     | 68.2  | 68.3  | 0.0 | 0.0  | N/A                          | N/A                          |  |
| <b>South</b>                        |                 |           |         |          |          |         |          |       |       |     |      |                              |                              |  |
| Crestview Heights Elementary School | 65.7            | 82.6      | 83.2    | 79.2     | 67.4     | 71.6    | 72.4     | 71.0  | 71.8  | 0.0 | 0.0  | 70.7                         | 1.1                          |  |
| Waldport Middle School              | 79.5            | 68.8      | 76.1    | 79.6     | 77.4     | 74.7    | 77.5     | 78.4  | 80.7  | 0.0 | 0.0  | 84.5                         | -3.8                         |  |
| Waldport High School                | 66.1            | 64.8      | 75.0    | 71.7     | 72.2     | 71.0    | 68.8     | 68.0  | 70.3  | 0.0 | 0.0  | 71.1                         | -0.8                         |  |
| RA Rate: South                      | 68.0            | 73.5      | 78.9    | 76.5     | 71.1     | 72.0    | 72.0     | 71.2  | 72.9  | 0.0 | 0.0  | N/A                          | N/A                          |  |
| <b>Non-traditional</b>              |                 |           |         |          |          |         |          |       |       |     |      |                              |                              |  |
| Compass                             | 56.3            | 63.6      | 66.7    | 73.3     | 64.7     | 77.8    | 76.9     | 75.0  | 76.9  | 0.0 | 0.0  | 61.3                         | 15.6                         |  |
| Future Bound School North           | 62.5            | 80.0      | 77.8    | 66.7     | 66.7     | 62.5    | 66.7     | 66.7  | 66.7  | 0.0 | 0.0  | 67.5                         | -0.8                         |  |
| Future Bound School West            | 75.0            | 50.0      | 36.4    | 25.0     | 23.1     | 27.3    | 18.2     | 18.2  | 27.3  | 0.0 | 0.0  | 80.0                         | -52.7                        |  |
| RA Rate: Non-Traditional            | 62.5            | 63.6      | 60.0    | 55.6     | 51.3     | 53.6    | 54.5     | 53.1  | 57.6  | 0.0 | 0.0  | N/A                          | N/A                          |  |
| RA Rate: District                   | 60.9            | 70.0      | 68.4    | 66.8     | 64.0     | 63.7    | 63.1     | 61.4  | 61.8  | 0.0 | 0.0  | 65.9                         | -4.1                         |  |
| <b>Charter/Special Schools</b>      |                 |           |         |          |          |         |          |       |       |     |      |                              |                              |  |
| Eddyville Charter School            | 67.9            | 85.8      | 72.5    | 69.3     | 69.5     | 64.6    | 65.2     | 65.9  | 68.3  | 0.0 | 0.0  | 72.9                         | -4.6                         |  |
| Siletz Valley School                | 40.5            | 52.6      | 47.7    | 46.1     | 45.8     | 46.6    | 39.1     | 38.6  | 41.2  | 0.0 | 0.0  | 45.5                         | -4.3                         |  |

**LINCOLN COUNTY SCHOOL DISTRICT ADM**  
**April 30, 2026**

| SCHOOL                  | ADMr         |              |              |              |              |              |              |              |              |              |              |              | CURRENT      | PRIOR MO.      | COMPARE        | MONTHLY       | CURRENTLY   | BUDGETED   | YTD            | COMPARE        |               |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|----------------|---------------|-------------|------------|----------------|----------------|---------------|
|                         | K            | 1            | 2            | 3            | 4            | 5            | 6            | 7            | 8            | 9            | 10           | 11           | 12           | MO. ADMr       | BY GRADE       | DIFF          | ADA RATE    | AT COMPASS | YTD ADM        | ADMr           | DIFF          |
| <b>NORTH AREA</b>       |              |              |              |              |              |              |              |              |              |              |              |              |              |                |                |               |             |            |                |                |               |
| Oceanlake Elem.         | 71.3         | 66.6         | 80.1         |              |              |              |              |              |              |              |              |              |              | 218.0          | 224.3          | (6.3)         | 88.6        | n/a        | 215.3          | 232.2          | 16.9          |
| Taft Elm                |              |              |              | 96.0         | 108.8        | 117.5        | 101.7        |              |              |              |              |              |              | 424.0          | 427.9          | (3.9)         | 88.5        | 1          | 417.4          | 434.1          | 16.7          |
| Future Bound North      |              |              |              |              |              |              |              | 5.0          | 4.0          |              |              |              |              | 9.0            | 9.0            | 0.0           | 97.1        | n/a        | 0.0            | 9.1            | 9.1           |
| Taft Middle             |              |              |              |              |              |              |              | 116.4        | 117.6        |              |              |              |              | 234.0          | 235.3          | (1.3)         | 88.8        | 14         | 256.9          | 238.0          | (18.9)        |
| Taft High               |              |              |              |              |              |              |              |              |              | 121.1        | 148.3        | 113.5        | 127.1        | 509.9          | 515.0          | (5.1)         | 80.6        | 0          | 489.5          | 516.1          | 26.6          |
| <b>SUB-TOTAL</b>        | <b>71.3</b>  | <b>66.6</b>  | <b>80.1</b>  | <b>96.0</b>  | <b>108.8</b> | <b>117.5</b> | <b>101.7</b> | <b>121.4</b> | <b>121.6</b> | <b>121.1</b> | <b>148.3</b> | <b>113.5</b> | <b>127.1</b> | <b>1,394.8</b> | <b>1,411.4</b> | <b>(16.6)</b> | <b>85.8</b> | <b>15</b>  | <b>1,379.1</b> | <b>1,429.5</b> | <b>50.4</b>   |
| <b>EAST AREA</b>        |              |              |              |              |              |              |              |              |              |              |              |              |              |                |                |               |             |            |                |                |               |
| Toledo Elem.            | 43.2         | 47.9         | 36.4         | 46.4         | 42.0         | 47.4         | 48.0         |              |              |              |              |              |              | 311.4          | 316.1          | (4.7)         | 89.8        | n/a        | 314.6          | 315.4          | 0.8           |
| Toledo Jr High          |              |              |              |              |              |              |              | 51.3         | 39.0         |              |              |              |              | 90.3           | 88.9           | 1.3           | 87.7        | 5          | 81.0           | 90.1           | 9.1           |
| Toledo Sr High          |              |              |              |              |              |              |              |              |              | 46.0         | 51.5         | 52.6         | 42.0         | 192.1          | 192.3          | (0.2)         | 81.5        | 0          | 186.8          | 196.1          | 9.3           |
| <b>SUB-TOTAL</b>        | <b>43.2</b>  | <b>47.9</b>  | <b>36.4</b>  | <b>46.4</b>  | <b>42.0</b>  | <b>47.4</b>  | <b>48.0</b>  | <b>51.3</b>  | <b>39.0</b>  | <b>46.0</b>  | <b>51.5</b>  | <b>52.6</b>  | <b>42.0</b>  | <b>593.7</b>   | <b>597.3</b>   | <b>(3.6)</b>  | <b>86.8</b> | <b>5</b>   | <b>582.4</b>   | <b>601.6</b>   | <b>19.2</b>   |
| <b>WEST AREA</b>        |              |              |              |              |              |              |              |              |              |              |              |              |              |                |                |               |             |            |                |                |               |
| Yaquina View Elem.      | 100.5        | 95.9         | 71.8         |              |              |              |              |              |              |              |              |              |              | 268.2          | 267.2          | 1.0           | 90.4        | n/a        | 260.3          | 266.6          | 6.3           |
| Sam Case Elem.          |              |              |              | 103.1        | 127.5        | 117.2        |              |              |              |              |              |              |              | 347.8          | 350.9          | (3.1)         | 92.4        | n/a        | 326.6          | 348.3          | 21.7          |
| Future Bound West       |              |              |              |              |              |              |              | 6.2          | 7.4          |              |              |              |              | 13.6           | 13.8           | (0.2)         | 81.6        | n/a        | 0.0            | 12.8           | 12.8          |
| Newport Middle          |              |              |              |              |              |              | 128.4        | 148.6        | 119.4        |              |              |              |              | 396.5          | 401.1          | (4.6)         | 90.9        | 2          | 386.7          | 399.3          | 12.6          |
| Newport High            |              |              |              |              |              |              |              |              |              | 152.9        | 156.2        | 155.0        | 155.3        | 619.4          | 622.8          | (3.3)         | 89.0        | 0          | 636.4          | 633.0          | (3.4)         |
| <b>SUB-TOTAL</b>        | <b>100.5</b> | <b>95.9</b>  | <b>71.8</b>  | <b>103.1</b> | <b>127.5</b> | <b>117.2</b> | <b>128.4</b> | <b>154.8</b> | <b>126.8</b> | <b>152.9</b> | <b>156.2</b> | <b>155.0</b> | <b>155.3</b> | <b>1,645.5</b> | <b>1,655.9</b> | <b>(10.3)</b> | <b>90.3</b> | <b>2</b>   | <b>1,610.0</b> | <b>1,658.9</b> | <b>48.9</b>   |
| <b>SOUTH AREA</b>       |              |              |              |              |              |              |              |              |              |              |              |              |              |                |                |               |             |            |                |                |               |
| Crestview Heights Elem. | 22.5         | 29.6         | 32.0         | 31.0         | 33.1         | 44.0         | 26.8         |              |              |              |              |              |              | 219.0          | 217.5          | 1.5           | 91.6        | n/a        | 236.0          | 218.4          | (17.6)        |
| Waldport Middle         |              |              |              |              |              |              |              | 50.0         | 42.0         |              |              |              |              | 92.0           | 91.1           | 0.9           | 93.1        | 4          | 98.8           | 92.6           | (6.2)         |
| Waldport High           |              |              |              |              |              |              |              |              |              | 43.1         | 39.8         | 45.0         | 53.0         | 180.8          | 182.3          | (1.5)         | 90.9        | 0          | 189.5          | 180.5          | (9.0)         |
| <b>SUB-TOTAL</b>        | <b>22.5</b>  | <b>29.6</b>  | <b>32.0</b>  | <b>31.0</b>  | <b>33.1</b>  | <b>44.0</b>  | <b>26.8</b>  | <b>50.0</b>  | <b>42.0</b>  | <b>43.1</b>  | <b>39.8</b>  | <b>45.0</b>  | <b>53.0</b>  | <b>491.8</b>   | <b>490.9</b>   | <b>0.9</b>    | <b>91.6</b> | <b>4</b>   | <b>524.3</b>   | <b>491.5</b>   | <b>(32.8)</b> |
| <b>NON-TRADITIONAL</b>  |              |              |              |              |              |              |              |              |              |              |              |              |              |                |                |               |             |            |                |                |               |
| Compass                 |              |              |              |              |              |              | 1.0          | 10.8         | 14.2         |              |              |              |              | 26.1           | 25.2           | 0.9           | 84.7        | n/a        | 23.7           | 18.6           | (5.1)         |
| <b>SUB-TOTAL</b>        | <b>0.0</b>   | <b>0.0</b>   | <b>0.0</b>   | <b>0.0</b>   | <b>0.0</b>   | <b>0.0</b>   | <b>1.0</b>   | <b>10.8</b>  | <b>14.2</b>  | <b>0.0</b>   | <b>0.0</b>   | <b>0.0</b>   | <b>0.0</b>   | <b>26.1</b>    | <b>25.2</b>    | <b>0.9</b>    | <b>84.7</b> |            | <b>23.7</b>    | <b>18.6</b>    | <b>(5.1)</b>  |
| <b>TOTAL</b>            | <b>237.5</b> | <b>239.9</b> | <b>220.3</b> | <b>276.5</b> | <b>311.3</b> | <b>326.1</b> | <b>306.0</b> | <b>388.3</b> | <b>343.6</b> | <b>363.1</b> | <b>395.7</b> | <b>366.1</b> | <b>377.4</b> | <b>4,152.0</b> | <b>4,180.7</b> | <b>(28.7)</b> | <b>88.4</b> | <b>26</b>  | <b>4,119.5</b> | <b>4,201.2</b> | <b>81.7</b>   |
| <b>CHARTERS</b>         |              |              |              |              |              |              |              |              |              |              |              |              |              |                |                |               |             |            |                |                |               |
| Eddyville Charter       | 14.0         | 14.0         | 17.0         | 11.7         | 18.0         | 16.0         | 21.0         | 17.0         | 21.7         | 15.0         | 12.0         | 15.0         | 18.0         | 210.3          | 212.1          | (1.8)         | 89.9        | n/a        | 200.5          | 215.0          | 14.5          |
| Siletz Valley School    | 8.0          | 15.0         | 12.0         | 17.0         | 15.0         | 11.0         | 16.6         | 13.0         | 16.0         | 14.0         | 13.0         | 19.6         | 18.0         | 188.2          | 188.5          | (0.2)         | 85.1        | n/a        | 216.5          | 190.4          | (26.1)        |
| <b>SUB-TOTAL</b>        | <b>22.0</b>  | <b>29.0</b>  | <b>29.0</b>  | <b>28.7</b>  | <b>33.0</b>  | <b>27.0</b>  | <b>37.6</b>  | <b>30.0</b>  | <b>37.7</b>  | <b>29.0</b>  | <b>25.0</b>  | <b>34.6</b>  | <b>36.0</b>  | <b>398.6</b>   | <b>400.6</b>   | <b>(2.0)</b>  | <b>87.6</b> | <b>n/a</b> | <b>417.0</b>   | <b>405.5</b>   | <b>(11.5)</b> |
| <b>Totals for LCSD</b>  | <b>259.5</b> | <b>268.9</b> | <b>249.3</b> | <b>305.2</b> | <b>344.3</b> | <b>353.1</b> | <b>343.6</b> | <b>418.3</b> | <b>381.3</b> | <b>392.1</b> | <b>420.7</b> | <b>400.7</b> | <b>413.4</b> | <b>4,550.5</b> | <b>4,581.3</b> | <b>(30.8)</b> | <b>88.3</b> | <b>26</b>  | <b>4,536.5</b> | <b>4,608.6</b> | <b>70.1</b>   |

**2025-26 Academic Year**  
**Enrollment Count as of: 5/26/26**

| Class            | 24-25 End  | 25-26 Start | Transferred Out | Transferred In | Current Total | Changes        |
|------------------|------------|-------------|-----------------|----------------|---------------|----------------|
| KG               | 18         | 8           | 1               | 1              | 8             |                |
| 1st              | 18         | 15          | 1               | 1              | 15            |                |
| 2nd              | 19         | 13          | 2               | 1              | 12            |                |
| 3rd              | 12         | 17          | 1               | 1              | 17            |                |
| 4th              | 17         | 14          | 2               | 2              | 14            | 1 Transfer Out |
| 5th              | 20         | 10          | 1               | 2              | 12            | 1 New          |
| 6th              | 17         | 21          | 5               |                | 16            |                |
| 7th              | 22         | 16          | 5               | 1              | 12            | 1 Transfer Out |
| 8th              | 16         | 17          | 3               | 2              | 16            |                |
| <b>Total K-8</b> | <b>159</b> | <b>131</b>  | <b>21</b>       | <b>11</b>      | <b>122</b>    | <b>0</b>       |
| 9th              | 12         | 13          |                 | 1              | 14            |                |
| 10th             | 20         | 13          | 1               | 1              | 13            |                |
| 11th             | 22         | 20          | 3               | 4              | 21            | 2 New          |
| 12th             | 21         | 16          |                 | 1              | 17            | 1 New          |
| 12+              | 1          | 3           | 1               |                | 2             |                |
| <b>Total HS</b>  | <b>77</b>  | <b>65</b>   |                 |                | <b>67</b>     | <b>0</b>       |
| <b>SVS Total</b> | <b>216</b> | <b>196</b>  | <b>21</b>       | <b>11</b>      | <b>189</b>    | <b>0</b>       |



**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** FINANCIAL REPORT

**TOPIC:** FINANCIAL REPORT

**PREPARED BY:** CHRISTINA BUSHNELL

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

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**DESCRIPTION OF AGENDA ITEM:**

|                  |
|------------------|
| Financial Report |
|------------------|

**RECOMMENDATION:**

|               |
|---------------|
| Informational |
|---------------|

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No



# SILETZ VALLEY SCHOOL

## Board Folder

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance   
  Include All Encumbrances

| Account Number            | Description                    | GL Budget        | Range To Date  | YTD              | Balance          | Encumbrance  | Budget Balance   | % Bud    |
|---------------------------|--------------------------------|------------------|----------------|------------------|------------------|--------------|------------------|----------|
| 100.0000.1510.000.000.000 | Interest on Investments        | \$0.00           | (\$1,658.38)   | (\$19,054.89)    | \$19,054.89      | \$0.00       | \$19,054.89      | 0.00%    |
| 100.0000.1920.000.131.000 | Contributions and Donations Fr | \$0.00           | \$0.00         | (\$21,916.00)    | \$21,916.00      | \$0.00       | \$21,916.00      | 0.00%    |
| 100.0000.1960.000.000.000 | Recovery of Prior Years' Expen | \$0.00           | \$0.00         | (\$3.00)         | \$3.00           | \$0.00       | \$3.00           | 0.00%    |
| 100.0000.1990.000.000.000 | Miscellaneous                  | \$0.00           | \$0.00         | (\$6,594.23)     | \$6,594.23       | \$0.00       | \$6,594.23       | 0.00%    |
| 100.0000.1990.000.252.000 | Miscellaneous                  | \$0.00           | (\$1,554.00)   | (\$1,554.00)     | \$1,554.00       | \$0.00       | \$1,554.00       | 0.00%    |
| 100.0000.1990.000.271.000 | Aspire                         | \$0.00           | \$0.00         | (\$1,389.00)     | \$1,389.00       | \$0.00       | \$1,389.00       | 0.00%    |
| 100.0000.3101.000.000.000 | State School Fund - General Su | (\$2,416,361.10) | (\$151,553.00) | (\$2,307,244.00) | (\$109,117.10)   | \$0.00       | (\$109,117.10)   | 4.52%    |
| 100.0000.5200.000.000.000 | Interfund Transfers            | \$171,926.43     | \$0.00         | \$171,926.43     | \$0.00           | \$0.00       | \$0.00           | 0.00%    |
| 100.0000.5400.000.000.000 | Resources - Beginning Fund Bal | (\$1,700,000.00) | \$0.00         | (\$2,454,056.68) | \$754,056.68     | \$0.00       | \$754,056.68     | -44.36%  |
| 100.0000.9101.003.000.000 | CASH                           | \$0.00           | \$0.00         | (\$602,462.17)   | \$602,462.17     | \$0.00       | \$602,462.17     | 0.00%    |
| 100.0000.9103.000.000.000 | STUDENT BODY CASH              | \$0.00           | \$0.00         | \$250.00         | (\$250.00)       | \$0.00       | (\$250.00)       | 0.00%    |
| 100.0000.9104.000.000.000 | Washington Federal Checking    | \$0.00           | \$97,568.27    | \$3,092,610.78   | (\$3,092,610.78) | \$0.00       | (\$3,092,610.78) | 0.00%    |
| 100.0000.9105.000.000.000 | Washington Federal Money Marke | \$0.00           | (\$170,294.77) | \$91,423.35      | (\$91,423.35)    | \$0.00       | (\$91,423.35)    | 0.00%    |
| 100.0000.9106.000.000.000 | 501C TRUST ACCOUNT- UNEMPLOYM  | \$0.00           | \$0.00         | \$56,027.79      | (\$56,027.79)    | \$0.00       | (\$56,027.79)    | 0.00%    |
| 100.0000.9153.001.000.000 | Accounts Receivable            | \$0.00           | \$0.00         | \$60.00          | (\$60.00)        | \$0.00       | (\$60.00)        | 0.00%    |
| 100.0000.9241.000.000.000 | Fixed Assets - Equipment       | \$0.00           | \$0.00         | \$41,414.01      | (\$41,414.01)    | \$0.00       | (\$41,414.01)    | 0.00%    |
| 100.0000.9421.000.000.000 | ACCOUNTS PAYABLE               | \$0.00           | \$0.00         | (\$25,000.00)    | \$25,000.00      | \$0.00       | \$25,000.00      | 0.00%    |
| 100.0000.9421.004.000.000 | ACCOUNTS PAYABLE               | \$0.00           | \$88.57        | (\$2,150.01)     | \$2,150.01       | \$0.00       | \$2,150.01       | 0.00%    |
| 100.0000.9421.005.000.000 | ACCOUNTS PAYABLE               | \$0.00           | (\$1,798.72)   | (\$39,308.01)    | \$39,308.01      | \$0.00       | \$39,308.01      | 0.00%    |
| 100.0000.9421.008.000.000 | ACCOUNTS PAYABLE               | \$0.00           | \$6,264.69     | \$34,239.12      | (\$34,239.12)    | \$0.00       | (\$34,239.12)    | 0.00%    |
| 100.0000.9421.009.000.000 | ACCOUNTS PAYABLE               | \$0.00           | (\$3,104.03)   | (\$97,979.77)    | \$97,979.77      | \$0.00       | \$97,979.77      | 0.00%    |
| 100.0000.9421.013.000.000 | PR ER LIABILITY OR PAID LEAVE  | \$0.00           | \$1,254.67     | (\$620.76)       | \$620.76         | \$0.00       | \$620.76         | 0.00%    |
| 100.0000.9421.101.000.000 | ACCOUNTS PAYABLE               | \$0.00           | \$0.00         | (\$800.00)       | \$800.00         | \$0.00       | \$800.00         | 0.00%    |
| 100.0000.9471.002.000.000 | PAYROLL LIABILITY              | \$0.00           | \$0.00         | \$23.03          | (\$23.03)        | \$0.00       | (\$23.03)        | 0.00%    |
| 100.0000.9471.005.000.000 | PAYROLL LIABILITY              | \$0.00           | \$420.53       | (\$5,525.23)     | \$5,525.23       | \$0.00       | \$5,525.23       | 0.00%    |
| 100.0000.9471.012.000.000 | PAYROLL LIABILITY              | \$0.00           | \$291.04       | (\$144.63)       | \$144.63         | \$0.00       | \$144.63         | 0.00%    |
| 100.0000.9471.013.000.000 | PR EE LIABILITY OR PAID LEAVE  | \$0.00           | \$1,882.00     | (\$931.35)       | \$931.35         | \$0.00       | \$931.35         | 0.00%    |
| 100.0000.9471.017.000.000 | PAYROLL LIABILITY              | \$0.00           | \$0.00         | \$669.43         | (\$669.43)       | \$0.00       | (\$669.43)       | 0.00%    |
| 100.0000.9471.019.000.000 | PAYROLL LIABILITY              | \$0.00           | (\$568.14)     | (\$423.88)       | \$423.88         | \$0.00       | \$423.88         | 0.00%    |
| 100.0000.9493.000.000.000 | DUE TO/FROM SVS STUDENT BODY   | \$0.00           | \$0.00         | \$9,844.94       | (\$9,844.94)     | \$0.00       | (\$9,844.94)     | 0.00%    |
|                           | FUNCTION: UNDESIGNATED - 0000  | (\$3,944,434.67) | (\$222,761.27) | (\$2,088,668.73) | (\$1,855,765.94) | \$0.00       | (\$1,855,765.94) | 47.05%   |
| 100.1111.0111.000.000.000 | Licensed Salaries              | \$249,747.35     | \$19,398.90    | \$179,203.46     | \$70,543.89      | \$67,849.47  | \$2,694.42       | 1.08%    |
| 100.1111.0112.000.000.000 | Classified Salaries            | \$55,179.40      | \$510.49       | \$9,589.47       | \$45,589.93      | \$4,675.12   | \$40,914.81      | 74.15%   |
| 100.1111.0121.000.000.000 | Substitutes - Licensed         | \$5,000.00       | \$621.56       | \$6,961.52       | (\$1,961.52)     | \$372.94     | (\$2,334.46)     | -46.69%  |
| 100.1111.0122.000.000.000 | Substitutes - Classified       | \$0.00           | \$0.00         | \$224.25         | (\$224.25)       | \$0.00       | (\$224.25)       | 0.00%    |
| 100.1111.0210.000.000.000 | Public Employees Retirement Sy | \$80,866.57      | \$5,099.88     | \$48,619.58      | \$32,246.99      | \$18,116.35  | \$14,130.64      | 17.47%   |
| 100.1111.0220.000.000.000 | Social Security Administration | \$23,326.90      | \$1,489.63     | \$14,479.79      | \$8,847.11       | \$5,336.34   | \$3,510.77       | 15.05%   |
| 100.1111.0231.000.000.000 | Worker's Compensation          | \$2,866.31       | \$71.39        | \$675.42         | \$2,190.89       | \$243.04     | \$1,947.85       | 67.96%   |
| 100.1111.0232.000.000.000 | Unemployment Compensation      | \$7,928.10       | \$389.47       | \$3,785.60       | \$4,142.50       | \$1,395.13   | \$2,747.37       | 34.65%   |
| 100.1111.0233.000.000.000 | OR Paid Leave                  | \$1,219.71       | \$77.90        | \$757.23         | \$462.48         | \$279.04     | \$183.44         | 15.04%   |
| 100.1111.0240.000.000.000 | Contractual Employee Benefits  | \$49,628.34      | \$2,078.89     | \$17,278.20      | \$32,350.14      | \$6,256.86   | \$26,093.28      | 52.58%   |
| 100.1111.0242.000.000.000 | CEB/In Lieu of Health Benefits | \$0.00           | \$494.85       | \$4,225.71       | (\$4,225.71)     | \$1,284.04   | (\$5,509.75)     | 0.00%    |
| 100.1111.0312.000.000.000 | Instructional Programs Improve | \$1,500.00       | \$0.00         | \$6,522.00       | (\$5,022.00)     | \$0.00       | (\$5,022.00)     | -334.80% |
| 100.1111.0340.000.000.000 | Travel                         | \$0.00           | \$0.00         | \$144.58         | (\$144.58)       | \$0.00       | (\$144.58)       | 0.00%    |
| 100.1111.0410.000.000.000 | Consumable Supplies and Materi | \$2,500.00       | \$0.00         | \$1,101.28       | \$1,398.72       | \$0.00       | \$1,398.72       | 55.95%   |
| 100.1111.0420.000.000.000 | Textbooks                      | \$1,000.00       | \$0.00         | \$2,550.11       | (\$1,550.11)     | \$0.00       | (\$1,550.11)     | -155.01% |
| 100.1111.0470.000.000.000 | Computer Software              | \$2,000.00       | \$0.00         | \$0.00           | \$2,000.00       | \$0.00       | \$2,000.00       | 100.00%  |
| 100.1111.0480.000.000.000 | Computer Hardware              | \$2,000.00       | \$0.00         | \$354.95         | \$1,645.05       | \$0.00       | \$1,645.05       | 82.25%   |
|                           | FUNCTION: Primary, K-3 - 1111  | \$484,762.68     | \$30,232.96    | \$296,473.15     | \$188,289.53     | \$105,808.33 | \$82,481.20      | 17.01%   |

**SILETZ VALLEY SCHOOL**

**Board Folder**

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance   
  Include All Encumbrances

| Account Number            | Description                                  | GL Budget    | Range To Date | YTD          | Balance      | Encumbrance | Budget Balance | % Bud    |
|---------------------------|--|--------------|---------------|--------------|--------------|-------------|----------------|----------|
| 100.1112.0111.000.000.000 | Licensed Salaries                            | \$66,319.05  | \$4,374.76    | \$45,152.79  | \$21,166.26  | \$13,124.33 | \$8,041.93     | 12.13%   |
| 100.1112.0112.000.054.000 | Classified Salaries                          | \$0.00       | \$0.00        | \$1,846.70   | (\$1,846.70) | \$0.00      | (\$1,846.70)   | 0.00%    |
| 100.1112.0121.000.000.000 | Substitutes - Licensed                       | \$3,000.00   | \$621.56      | \$12,161.97  | (\$9,161.97) | \$0.00      | (\$9,161.97)   | -305.40% |
| 100.1112.0210.000.000.000 | Public Employees Retirement Sy               | \$17,587.81  | \$1,241.09    | \$14,359.94  | \$3,227.87   | \$3,260.08  | (\$32.21)      | -0.18%   |
| 100.1112.0210.000.054.000 | Public Employees Retirement Sy               | \$0.00       | \$0.00        | \$458.72     | (\$458.72)   | \$0.00      | (\$458.72)     | 0.00%    |
| 100.1112.0220.000.000.000 | Social Security Administration               | \$5,073.41   | \$382.22      | \$4,384.57   | \$688.84     | \$1,004.01  | (\$315.17)     | -6.21%   |
| 100.1112.0220.000.054.000 | Social Security Administration               | \$0.00       | \$0.00        | \$141.28     | (\$141.28)   | \$0.00      | (\$141.28)     | 0.00%    |
| 100.1112.0231.000.000.000 | Worker's Compensation                        | \$623.40     | \$17.84       | \$200.76     | \$422.64     | \$44.09     | \$378.55       | 60.72%   |
| 100.1112.0231.000.054.000 | Worker's Compensation                        | \$0.00       | \$0.00        | \$6.65       | (\$6.65)     | \$0.00      | (\$6.65)       | 0.00%    |
| 100.1112.0232.000.000.000 | Unemployment Compensation                    | \$1,724.27   | \$99.93       | \$1,146.33   | \$577.94     | \$262.50    | \$315.44       | 18.29%   |
| 100.1112.0232.000.054.000 | Unemployment Compensation                    | \$0.00       | \$0.00        | \$36.93      | (\$36.93)    | \$0.00      | (\$36.93)      | 0.00%    |
| 100.1112.0233.000.000.000 | OR Paid Leave                                | \$265.28     | \$19.99       | \$229.28     | \$36.00      | \$52.50     | (\$16.50)      | -6.22%   |
| 100.1112.0233.000.054.000 | OR Paid Leave                                | \$0.00       | \$0.00        | \$7.38       | (\$7.38)     | \$0.00      | (\$7.38)       | 0.00%    |
| 100.1112.0240.000.000.000 | Contractual Employee Benefits                | \$8,203.03   | \$2.77        | \$2.77       | \$8,200.26   | \$0.00      | \$8,200.26     | 99.97%   |
| 100.1112.0312.000.000.000 | Instructional Programs Improve               | \$1,000.00   | \$0.00        | \$3,500.00   | (\$2,500.00) | \$0.00      | (\$2,500.00)   | -250.00% |
| 100.1112.0410.000.000.000 | Consumable Supplies and Materi               | \$1,500.00   | \$0.00        | \$200.00     | \$1,300.00   | \$0.00      | \$1,300.00     | 86.67%   |
| 100.1112.0420.000.000.000 | Textbooks                                    | \$1,000.00   | \$0.00        | \$960.00     | \$50.00      | \$0.00      | \$50.00        | 5.00%    |
| 100.1112.0470.000.000.000 | Computer Software                            | \$1,000.00   | \$0.00        | \$0.00       | \$1,000.00   | \$0.00      | \$1,000.00     | 100.00%  |
| 100.1112.0480.000.000.000 | Computer Hardware                            | \$1,000.00   | \$0.00        | \$0.00       | \$1,000.00   | \$0.00      | \$1,000.00     | 100.00%  |
|                           | FUNCTION: Intermediate Programs - 1112       | \$108,296.25 | \$6,760.16    | \$84,786.07  | \$23,510.18  | \$17,747.51 | \$5,762.67     | 5.32%    |
| 100.1121.0111.000.000.000 | Licensed Salaries                            | \$242,715.02 | \$18,879.62   | \$174,183.02 | \$68,532.00  | \$58,433.69 | \$10,098.31    | 4.16%    |
| 100.1121.0121.000.000.000 | Substitutes - Licensed                       | \$4,000.00   | \$248.63      | \$10,764.06  | (\$6,764.06) | \$0.00      | (\$6,764.06)   | -169.10% |
| 100.1121.0210.000.000.000 | Public Employees Retirement Sy               | \$64,911.51  | \$3,802.19    | \$40,077.93  | \$24,833.58  | \$11,852.46 | \$12,981.12    | 20.00%   |
| 100.1121.0220.000.000.000 | Social Security Administration               | \$18,567.70  | \$1,436.83    | \$13,756.38  | \$4,811.32   | \$4,390.41  | \$420.91       | 2.27%    |
| 100.1121.0231.000.000.000 | Worker's Compensation                        | \$2,281.52   | \$67.16       | \$830.80     | \$1,650.72   | \$195.58    | \$1,455.14     | 63.78%   |
| 100.1121.0232.000.000.000 | Unemployment Compensation                    | \$6,310.59   | \$375.79      | \$3,596.67   | \$2,713.92   | \$1,147.84  | \$1,566.08     | 24.82%   |
| 100.1121.0233.000.000.000 | OR Paid Leave                                | \$970.86     | \$75.22       | \$719.41     | \$251.45     | \$229.58    | \$21.87        | 2.25%    |
| 100.1121.0240.000.000.000 | Contractual Employee Benefits                | \$29,530.92  | \$1,137.06    | \$13,325.55  | \$16,205.37  | \$8,697.45  | \$9,507.92     | 32.20%   |
| 100.1121.0242.000.000.000 | CEB/In Lieu of Health Benefits               | \$0.00       | \$0.00        | \$0.00       | \$0.00       | \$273.86    | (\$273.86)     | 0.00%    |
| 100.1121.0312.000.000.000 | Instructional Programs Improve               | \$1,500.00   | \$1,450.00    | \$5,250.00   | (\$3,750.00) | \$0.00      | (\$3,750.00)   | -250.00% |
| 100.1121.0410.000.000.000 | Consumable Supplies and Materi               | \$3,000.00   | \$0.00        | \$467.60     | \$2,532.40   | \$0.00      | \$2,532.40     | 84.41%   |
| 100.1121.0420.000.000.000 | Textbooks                                    | \$1,000.00   | \$0.00        | \$0.00       | \$1,000.00   | \$0.00      | \$1,000.00     | 100.00%  |
| 100.1121.0470.000.000.000 | Computer Software                            | \$1,000.00   | \$0.00        | \$0.00       | \$1,000.00   | \$0.00      | \$1,000.00     | 100.00%  |
| 100.1121.0480.000.000.000 | Computer Hardware                            | \$1,000.00   | \$0.00        | \$234.27     | \$765.73     | \$0.00      | \$765.73       | 76.57%   |
|                           | FUNCTION: Middle/Junior High Programs - 1121 | \$376,788.12 | \$27,472.50   | \$263,005.69 | \$113,782.43 | \$83,220.87 | \$30,561.56    | 8.11%    |
| 100.1131.0111.000.000.000 | Licensed Salaries                            | \$402,174.18 | \$28,877.33   | \$270,759.45 | \$131,414.73 | \$89,315.33 | \$42,099.40    | 10.47%   |
| 100.1131.0121.000.000.000 | Substitutes - Licensed                       | \$15,000.00  | \$1,499.07    | \$7,468.10   | \$7,533.90   | \$1,491.76  | \$6,042.14     | 40.28%   |
| 100.1131.0122.000.000.000 | Substitutes - Classified                     | \$0.00       | \$1,819.88    | \$2,147.63   | (\$2,147.63) | \$2,777.25  | (\$4,924.88)   | 0.00%    |
| 100.1131.0210.000.000.000 | Public Employees Retirement Sy               | \$106,656.59 | \$7,406.63    | \$69,409.66  | \$37,246.93  | \$22,626.68 | \$14,620.25    | 13.71%   |
| 100.1131.0220.000.000.000 | Social Security Administration               | \$30,766.32  | \$2,403.05    | \$20,957.34  | \$9,808.98   | \$6,976.22  | \$2,832.76     | 9.21%    |
| 100.1131.0231.000.000.000 | Worker's Compensation                        | \$3,780.44   | \$113.64      | \$968.68     | \$2,811.76   | \$314.39    | \$2,497.37     | 66.06%   |
| 100.1131.0232.000.000.000 | Unemployment Compensation                    | \$10,456.53  | \$628.19      | \$5,479.07   | \$4,977.46   | \$1,823.88  | \$3,153.58     | 30.16%   |
| 100.1131.0233.000.000.000 | OR Paid Leave                                | \$1,608.70   | \$125.61      | \$1,095.69   | \$513.01     | \$364.74    | \$148.27       | 9.22%    |
| 100.1131.0240.000.000.000 | Contractual Employee Benefits                | \$59,882.13  | \$1,040.58    | \$17,248.80  | \$42,633.33  | \$3,088.83  | \$39,544.50    | 66.04%   |
| 100.1131.0242.000.000.000 | CEB/In Lieu of Health Benefits               | \$0.00       | \$462.27      | \$6,084.78   | (\$6,084.78) | \$1,386.81  | (\$7,471.59)   | 0.00%    |
| 100.1131.0312.000.000.000 | Instructional Programs Improve               | \$1,500.00   | \$4,250.00    | \$6,081.25   | (\$4,581.25) | \$0.00      | (\$4,581.25)   | -305.42% |
| 100.1131.0340.000.000.000 | Travel                                       | \$0.00       | \$0.00        | \$1,010.73   | (\$1,010.73) | \$0.00      | (\$1,010.73)   | 0.00%    |
| 100.1131.0340.000.131.000 | Travel                                       | \$0.00       | \$0.00        | \$6,555.00   | (\$6,555.00) | \$0.00      | (\$6,555.00)   | 0.00%    |

# SILETZ VALLEY SCHOOL

## Board Folder

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance   
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| Account Number            | Description                                  | GL Budget    | Range To Date | YTD          | Balance      | Encumbrance  | Budget Balance | % Bud    |
|---------------------------|--|--------------|---------------|--------------|--------------|--------------|----------------|----------|
| 100.1131.0374.000.000.000 | Other Tuition                                | \$5,000.00   | \$1,278.00    | \$8,718.20   | (\$3,718.20) | \$0.00       | (\$3,718.20)   | -74.36%  |
| 100.1131.0410.000.000.000 | Consumable Supplies and Materi               | \$6,000.00   | \$900.90      | \$2,296.62   | \$3,703.38   | \$0.00       | \$3,703.38     | 61.72%   |
| 100.1131.0410.000.251.000 | Consumable Supplies/materials                | \$0.00       | \$864.00      | \$910.73     | (\$910.73)   | \$0.00       | (\$910.73)     | 0.00%    |
| 100.1131.0410.000.271.000 | Consumable Supplies and Materi               | \$0.00       | \$0.00        | \$190.00     | (\$190.00)   | \$0.00       | (\$190.00)     | 0.00%    |
| 100.1131.0420.000.000.000 | Textbooks                                    | \$3,000.00   | \$0.00        | \$0.00       | \$3,000.00   | \$0.00       | \$3,000.00     | 100.00%  |
| 100.1131.0470.000.000.000 | Computer Software                            | \$4,500.00   | \$0.00        | \$0.00       | \$4,500.00   | \$0.00       | \$4,500.00     | 100.00%  |
| 100.1131.0480.000.000.000 | Computer Hardware                            | \$3,500.00   | \$0.00        | \$0.00       | \$3,500.00   | \$0.00       | \$3,500.00     | 100.00%  |
|                           | FUNCTION: High School Programs - 1131        | \$653,824.89 | \$51,669.15   | \$427,379.73 | \$226,445.16 | \$130,165.89 | \$96,279.27    | 14.73%   |
| 100.2112.0112.000.000.000 | Classified Salaries                          | \$41,308.00  | \$3,494.23    | \$31,448.15  | \$9,859.85   | \$10,482.69  | (\$622.84)     | -1.51%   |
| 100.2112.0122.000.000.000 | Substitutes - Classified                     | \$500.00     | \$0.00        | \$0.00       | \$500.00     | \$0.00       | \$500.00       | 100.00%  |
| 100.2112.0210.000.000.000 | Public Employees Retirement Sy               | \$10,954.88  | \$867.97      | \$7,811.72   | \$3,143.16   | \$2,586.29   | \$556.87       | 5.08%    |
| 100.2112.0220.000.000.000 | Social Security Administration               | \$3,160.06   | \$267.31      | \$2,405.79   | \$754.27     | \$796.51     | (\$42.24)      | -1.34%   |
| 100.2112.0231.000.000.000 | Worker's Compensation                        | \$388.30     | \$12.36       | \$112.40     | \$275.90     | \$35.87      | \$240.03       | 61.82%   |
| 100.2112.0232.000.000.000 | Unemployment Compensation                    | \$1,074.01   | \$69.89       | \$629.01     | \$445.00     | \$208.23     | \$236.77       | 22.05%   |
| 100.2112.0233.000.000.000 | OR Paid Leave                                | \$165.23     | \$13.97       | \$125.73     | \$39.50      | \$41.65      | (\$2.15)       | -1.30%   |
| 100.2112.0240.000.000.000 | Contractual Employee Benefits                | \$9,023.34   | \$563.04      | \$5,251.01   | \$3,772.33   | \$1,689.12   | \$2,083.21     | 23.09%   |
| 100.2112.0410.000.000.000 | Consumable Supplies and Materi               | \$500.00     | \$0.00        | \$0.00       | \$500.00     | \$0.00       | \$500.00       | 100.00%  |
|                           | FUNCTION: Attendance Services - 2112         | \$67,073.82  | \$5,288.77    | \$47,783.81  | \$19,290.01  | \$15,840.36  | \$3,449.65     | 5.14%    |
| 100.2120.0111.000.000.000 | Licensed Salaries                            | \$30,170.17  | \$1,964.13    | \$26,247.96  | \$3,922.21   | \$3,928.26   | (\$6.05)       | -0.02%   |
| 100.2120.0210.000.000.000 | Public Employees Retirement Sy               | \$8,001.13   | \$487.89      | \$6,520.03   | \$1,481.10   | \$975.78     | \$505.32       | 6.32%    |
| 100.2120.0220.000.000.000 | Social Security Administration               | \$2,308.02   | \$148.72      | \$1,987.49   | \$320.53     | \$297.94     | \$22.59        | 0.98%    |
| 100.2120.0231.000.000.000 | Worker's Compensation                        | \$283.60     | \$6.36        | \$88.74      | \$194.86     | \$13.12      | \$181.74       | 64.08%   |
| 100.2120.0232.000.000.000 | Unemployment Compensation                    | \$784.42     | \$38.88       | \$519.61     | \$264.81     | \$77.89      | \$186.92       | 23.83%   |
| 100.2120.0233.000.000.000 | OR Paid Leave                                | \$120.68     | \$7.78        | \$103.96     | \$16.72      | \$15.58      | \$1.14         | 0.94%    |
| 100.2120.0240.000.000.000 | Contractual Employee Benefits                | \$2,624.97   | \$180.75      | \$2,415.45   | \$209.52     | \$361.50     | (\$151.98)     | -5.79%   |
| 100.2120.0410.000.000.000 | Consumable Supplies and Materi               | \$1,000.00   | \$0.00        | \$0.00       | \$1,000.00   | \$0.00       | \$1,000.00     | 100.00%  |
|                           | FUNCTION: Guidance Services - 2120           | \$45,292.99  | \$2,834.51    | \$37,883.24  | \$7,409.75   | \$5,670.07   | \$1,739.68     | 3.84%    |
| 100.2310.0340.000.000.000 | Travel                                       | \$3,000.00   | \$0.00        | \$1,920.00   | \$1,080.00   | \$0.00       | \$1,080.00     | 36.00%   |
| 100.2310.0640.000.000.000 | Dues and Fees                                | \$5,000.00   | \$0.00        | \$3,114.40   | \$1,885.60   | \$0.00       | \$1,885.60     | 37.71%   |
|                           | FUNCTION: Board of Education Services - 2310 | \$8,000.00   | \$0.00        | \$5,034.40   | \$2,965.60   | \$0.00       | \$2,965.60     | 37.07%   |
| 100.2410.0112.000.000.000 | Classified Salaries                          | \$57,187.20  | \$2,349.54    | \$24,084.61  | \$33,102.59  | \$8,174.10   | \$24,928.49    | 43.59%   |
| 100.2410.0113.000.000.000 | Administrators                               | \$125,000.00 | \$12,877.78   | \$124,863.74 | \$136.26     | \$30,166.74  | (\$30,030.48)  | -24.02%  |
| 100.2410.0121.000.000.000 | Substitutes - Licensed                       | \$4,000.00   | \$0.00        | \$0.00       | \$4,000.00   | \$0.00       | \$4,000.00     | 100.00%  |
| 100.2410.0122.000.000.000 | Substitutes - Classified                     | \$0.00       | \$0.00        | \$138.00     | (\$138.00)   | \$0.00       | (\$138.00)     | 0.00%    |
| 100.2410.0210.000.000.000 | Public Employees Retirement Sy               | \$52,291.05  | \$4,555.14    | \$42,542.78  | \$9,748.27   | \$11,138.57  | (\$1,390.30)   | -2.66%   |
| 100.2410.0220.000.000.000 | Social Security Administration               | \$13,937.32  | \$1,164.89    | \$11,384.46  | \$2,552.86   | \$2,952.15   | (\$399.29)     | -2.86%   |
| 100.2410.0231.000.000.000 | Worker's Compensation                        | \$1,712.56   | \$51.44       | \$503.52     | \$1,209.04   | \$129.07     | \$1,079.97     | 63.06%   |
| 100.2410.0232.000.000.000 | Unemployment Compensation                    | \$4,736.87   | \$304.55      | \$2,976.36   | \$1,760.51   | \$771.82     | \$988.69       | 20.87%   |
| 100.2410.0233.000.000.000 | OR Paid Leave                                | \$728.75     | \$60.91       | \$595.27     | \$133.48     | \$154.37     | (\$20.89)      | -2.87%   |
| 100.2410.0240.000.000.000 | Contractual Employee Benefits                | \$18,886.97  | \$1,012.21    | \$9,741.24   | \$9,125.73   | \$2,123.78   | \$7,001.95     | 37.11%   |
| 100.2410.0242.000.000.000 | CEB/In Lieu of Health Benefits               | \$0.00       | \$266.54      | \$2,398.87   | (\$2,398.87) | \$777.47     | (\$3,176.34)   | 0.00%    |
| 100.2410.0312.000.000.000 | Instructional Programs Improve               | \$0.00       | \$0.00        | \$2,349.00   | (\$2,349.00) | \$0.00       | (\$2,349.00)   | 0.00%    |
| 100.2410.0340.000.000.000 | Travel                                       | \$2,000.00   | \$0.00        | \$1,286.62   | \$713.38     | \$0.00       | \$713.38       | 35.67%   |
| 100.2410.0353.000.000.000 | Postage                                      | \$2,000.00   | \$0.00        | \$721.66     | \$1,278.34   | \$0.00       | \$1,278.34     | 63.92%   |
| 100.2410.0354.000.000.000 | Advertising                                  | \$2,000.00   | \$0.00        | \$8,628.19   | (\$6,628.19) | \$0.00       | (\$6,628.19)   | -331.41% |
| 100.2410.0390.000.000.000 | Other General Professional and               | \$1,500.00   | \$0.00        | \$0.00       | \$1,500.00   | \$0.00       | \$1,500.00     | 100.00%  |
| 100.2410.0410.000.000.000 | Consumable Supplies and Materi               | \$12,470.00  | \$1,077.72    | \$15,123.39  | (\$2,653.39) | \$3,723.29   | (\$6,376.68)   | -51.14%  |

# SILETZ VALLEY SCHOOL

## Board Folder

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| Account Number            | Description  | GL Budget    | Range To Date | YTD          | Balance       | Encumbrance | Budget Balance | % Bud    |
|---------------------------|--|--------------|---------------|--------------|---------------|-------------|----------------|----------|
| 100.2410.0411.000.000.000 | Meetings/Meals   | \$1,000.00   | \$0.00        | \$1,001.02   | (\$1.02)      | \$0.00      | (\$1.02)       | -0.10%   |
| 100.2410.0470.000.000.000 | Computer Software  | \$0.00       | \$0.00        | \$34,482.81  | (\$34,482.81) | \$0.00      | (\$34,482.81)  | 0.00%    |
| 100.2410.0480.000.000.000 | Computer Hardware  | \$3,000.00   | \$299.99      | \$3,471.01   | (\$471.01)    | \$0.00      | (\$471.01)     | -15.70%  |
| 100.2410.0640.000.000.000 | Dues and Fees  | \$7,000.00   | \$1,410.91    | \$16,031.03  | (\$9,031.03)  | \$0.00      | (\$9,031.03)   | -129.01% |
|                           | FUNCTION: Office of the Principal Services - 2410            | \$309,430.72 | \$25,431.62   | \$302,323.58 | \$7,107.14    | \$60,111.36 | (\$53,004.22)  | -17.13%  |
| 100.2520.0381.000.000.000 | Audit Services   | \$25,000.00  | \$0.00        | \$18,000.00  | \$7,000.00    | \$0.00      | \$7,000.00     | 28.00%   |
| 100.2520.0382.000.000.000 | Legal Services   | \$0.00       | \$9,732.50    | \$43,578.75  | (\$43,578.75) | \$0.00      | (\$43,578.75)  | 0.00%    |
| 100.2520.0390.000.000.000 | Other General Professional and                               | \$60,000.00  | \$5,530.00    | \$63,163.01  | (\$3,163.01)  | \$5,865.00  | (\$9,028.01)   | -15.05%  |
| 100.2520.0470.000.000.000 | Computer Software  | \$10,000.00  | \$0.00        | \$0.00       | \$10,000.00   | \$0.00      | \$10,000.00    | 100.00%  |
| 100.2520.0640.000.000.000 | Dues and Fees  | \$2,000.00   | \$0.00        | \$0.00       | \$2,000.00    | \$0.00      | \$2,000.00     | 100.00%  |
|                           | FUNCTION: Fiscal Services - 2520                             | \$97,000.00  | \$15,262.50   | \$124,741.76 | (\$27,741.76) | \$5,865.00  | (\$33,606.76)  | -34.65%  |
| 100.2540.0323.000.000.000 | Alarm/Security   | \$8,500.00   | \$708.00      | \$3,553.00   | \$4,947.00    | \$1,447.00  | \$3,500.00     | 41.18%   |
| 100.2540.0324.000.000.000 | Rentals  | \$15,000.00  | \$1,044.68    | \$9,375.42   | \$5,624.58    | \$5,370.55  | \$254.03       | 1.69%    |
| 100.2540.0326.000.000.000 | Fuel   | \$40,000.00  | \$3,439.70    | \$18,399.11  | \$21,800.89   | \$23,600.89 | (\$2,000.00)   | -5.00%   |
| 100.2540.0327.000.000.000 | Water and Sewage   | \$24,000.00  | \$1,473.36    | \$12,770.58  | \$11,229.42   | \$7,229.42  | \$4,000.00     | 16.67%   |
| 100.2540.0328.000.000.000 | Garbage  | \$13,000.00  | \$929.35      | \$8,364.15   | \$4,635.85    | \$3,635.85  | \$1,000.00     | 7.69%    |
| 100.2540.0329.000.000.000 | Other Property Services                                      | \$30,000.00  | \$973.24      | \$22,229.43  | \$7,770.57    | \$7,770.57  | \$0.00         | 0.00%    |
| 100.2540.0351.000.000.000 | Telephone  | \$10,000.00  | \$1,587.25    | \$14,941.43  | (\$4,941.43)  | \$3,058.57  | (\$8,000.00)   | -80.00%  |
| 100.2540.0640.000.000.000 | Dues and Fees  | \$1,000.00   | \$0.00        | \$0.00       | \$1,000.00    | \$0.00      | \$1,000.00     | 100.00%  |
|                           | FUNCTION: Operation and Maintenance of Plant Services - 2540 | \$141,500.00 | \$10,155.58   | \$89,633.12  | \$51,866.88   | \$52,112.85 | (\$245.97)     | -0.17%   |
| 100.2543.0112.000.000.000 | Classified Salaries  | \$142,919.51 | \$5,149.73    | \$105,935.66 | \$36,983.85   | \$17,059.68 | \$19,924.17    | 13.94%   |
| 100.2543.0122.000.000.000 | Substitutes - Classified                                     | \$3,500.00   | \$0.00        | \$0.00       | \$3,500.00    | \$0.00      | \$3,500.00     | 100.00%  |
| 100.2543.0210.000.000.000 | Public Employees Retirement Sy                               | \$40,481.96  | \$1,279.19    | \$28,034.22  | \$12,447.74   | \$4,452.59  | \$7,995.15     | 19.75%   |
| 100.2543.0220.000.000.000 | Social Security Administration                               | \$10,933.34  | \$393.95      | \$8,025.28   | \$2,908.06    | \$1,294.97  | \$1,613.09     | 14.75%   |
| 100.2543.0231.000.000.000 | Worker's Compensation  | \$11,576.48  | \$114.78      | \$2,354.98   | \$9,221.50    | \$379.98    | \$8,841.52     | 76.37%   |
| 100.2543.0232.000.000.000 | Unemployment Compensation                                    | \$3,715.91   | \$102.99      | \$2,098.12   | \$1,617.79    | \$338.55    | \$1,279.24     | 34.43%   |
| 100.2543.0233.000.000.000 | OR Paid Leave  | \$571.68     | \$20.60       | \$419.63     | \$152.05      | \$67.71     | \$84.34        | 14.75%   |
| 100.2543.0240.000.000.000 | Contractual Employee Benefits                                | \$19,687.28  | \$821.57      | \$14,731.78  | \$4,955.50    | \$2,464.71  | \$2,490.79     | 12.65%   |
| 100.2543.0340.000.000.000 | Travel   | \$750.00     | \$0.00        | \$0.00       | \$750.00      | \$0.00      | \$750.00       | 100.00%  |
| 100.2543.0410.000.000.000 | Consumable Supplies and Materi                               | \$500.00     | \$0.00        | \$0.00       | \$500.00      | \$0.00      | \$500.00       | 100.00%  |
|                           | FUNCTION: Care and Upkeep of Grounds Services - 2543         | \$234,636.16 | \$7,882.81    | \$161,599.67 | \$73,036.49   | \$26,058.19 | \$46,978.30    | 20.02%   |
| 100.2544.0112.000.000.000 | Classified Salaries  | \$106,475.20 | \$8,872.93    | \$89,050.06  | \$17,425.14   | \$17,745.90 | (\$320.76)     | -0.30%   |
| 100.2544.0122.000.000.000 | Substitutes - Classified                                     | \$3,500.00   | \$0.00        | \$0.00       | \$3,500.00    | \$0.00      | \$3,500.00     | 100.00%  |
| 100.2544.0210.000.000.000 | Public Employees Retirement Sy                               | \$28,237.22  | \$2,204.04    | \$18,960.62  | \$9,276.60    | \$4,408.09  | \$4,868.51     | 17.24%   |
| 100.2544.0220.000.000.000 | Social Security Administration                               | \$8,145.35   | \$674.99      | \$6,767.85   | \$1,377.50    | \$1,349.99  | \$27.51        | 0.34%    |
| 100.2544.0231.000.000.000 | Worker's Compensation  | \$8,624.49   | \$198.27      | \$1,989.21   | \$6,635.28    | \$396.40    | \$6,238.88     | 72.34%   |
| 100.2544.0232.000.000.000 | Unemployment Compensation                                    | \$2,768.36   | \$176.47      | \$1,769.38   | \$998.98      | \$352.95    | \$646.03       | 23.34%   |
| 100.2544.0233.000.000.000 | OR Paid Leave  | \$425.90     | \$35.30       | \$353.93     | \$71.97       | \$70.60     | \$1.37         | 0.32%    |
| 100.2544.0240.000.000.000 | Contractual Employee Benefits                                | \$19,687.28  | \$827.22      | \$9,416.16   | \$10,271.12   | \$1,654.42  | \$8,616.70     | 43.77%   |
| 100.2544.0322.000.711.000 | Repairs and Maintenance Servic                               | \$40,000.00  | \$0.00        | \$18,507.16  | \$21,492.84   | \$0.00      | \$21,492.84    | 53.73%   |
| 100.2544.0340.000.000.000 | Travel   | \$0.00       | \$0.00        | \$144.48     | (\$144.48)    | \$0.00      | (\$144.48)     | 0.00%    |
| 100.2544.0410.000.000.000 | Consumable Supplies and Materi                               | \$20,000.00  | \$10.00       | \$9,880.26   | \$10,119.74   | \$200.55    | \$9,919.19     | 49.60%   |
|                           | FUNCTION: Maintenance - 2544                                 | \$237,863.80 | \$12,999.22   | \$156,839.11 | \$81,024.69   | \$26,178.90 | \$54,845.79    | 23.06%   |
| 100.2550.0330.000.000.000 | Student Transportation Service                               | \$60,000.00  | \$16,006.15   | \$65,726.15  | (\$5,726.15)  | \$0.00      | (\$5,726.15)   | -9.54%   |
|                           | FUNCTION: Student Transportation Services - 2550             | \$60,000.00  | \$16,006.15   | \$65,726.15  | (\$5,726.15)  | \$0.00      | (\$5,726.15)   | -9.54%   |

**SILETZ VALLEY SCHOOL**

**Board Folder**

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance   
  Include All Encumbrances

| Account Number            | Description   | GL Budget                        | Range To Date            | YTD                        | Balance                          | Encumbrance              | Budget Balance                   | % Bud              |
|---------------------------|---|----------------------------------|--------------------------|----------------------------|----------------------------------|--------------------------|----------------------------------|--------------------|
| 100.2660.0390.000.000.000 | Other General Professional and<br>FUNCTION: Technology Services - 2660        | \$30,000.00<br>\$30,000.00       | \$7,500.00<br>\$7,500.00 | \$7,500.00<br>\$7,500.00   | \$22,500.00<br>\$22,500.00       | \$0.00<br>\$0.00         | \$22,500.00<br>\$22,500.00       | 75.00%<br>75.00%   |
| 100.2669.0359.000.000.000 | Other Communication Services<br>FUNCTION: Other Technology Services - 2669    | \$24,000.00<br>\$24,000.00       | \$3,265.34<br>\$3,265.34 | \$17,959.25<br>\$17,959.25 | \$6,040.75<br>\$6,040.75         | \$1,540.75<br>\$1,540.75 | \$4,500.00<br>\$4,500.00         | 18.75%<br>18.75%   |
| 100.6000.0820.000.000.000 | Reserved for Next Year<br>FUNCTION: Contingencies - 6000                      | \$50,000.00<br>\$50,000.00       | \$0.00<br>\$0.00         | \$0.00<br>\$0.00           | \$50,000.00<br>\$50,000.00       | \$0.00<br>\$0.00         | \$50,000.00<br>\$50,000.00       | 100.00%<br>100.00% |
| 100.7000.0820.000.000.000 | Reserved for Next Year<br>FUNCTION: Unappropriated Ending Fund Balance - 7000 | \$1,015,965.24<br>\$1,015,965.24 | \$0.00<br>\$0.00         | \$0.00<br>\$0.00           | \$1,015,965.24<br>\$1,015,965.24 | \$0.00<br>\$0.00         | \$1,015,965.24<br>\$1,015,965.24 | 100.00%<br>100.00% |
|                           | FUND: General Fund - 100  | \$0.00                           | \$0.00                   | \$0.00                     | \$0.00                           | \$530,320.08             | (\$530,320.08)                   | 0.00%              |

**SILETZ VALLEY SCHOOL**

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| Account Number            | Description                    | GL Budget      | Range To Date | YTD            | Balance        | Encumbrance | Budget Balance | % Bud   |
|---------------------------|--------------------------------|----------------|---------------|----------------|----------------|-------------|----------------|---------|
| 202.0000.1920.000.000.000 | Contributions and Donations Fr | \$0.00         | \$0.00        | (\$2,420.00)   | \$2,420.00     | \$0.00      | \$2,420.00     | 0.00%   |
| 202.0000.1990.000.000.000 | Miscellaneous                  | \$0.00         | \$0.00        | (\$4,820.00)   | \$4,820.00     | \$0.00      | \$4,820.00     | 0.00%   |
| 202.0000.5200.000.000.000 | Interfund Transfers            | (\$165,000.00) | \$0.00        | (\$166,680.00) | \$1,680.00     | \$0.00      | \$1,680.00     | -1.02%  |
| 202.0000.5400.000.000.000 | Resources - Beginning Fund Bal | \$0.00         | \$0.00        | \$198,545.54   | (\$198,545.54) | \$0.00      | (\$198,545.54) | 0.00%   |
| 202.0000.9104.000.000.000 | Washington Federal Checking    | \$0.00         | (\$19,138.97) | (\$174,400.63) | \$174,400.63   | \$0.00      | \$174,400.63   | 0.00%   |
| 202.0000.9153.000.000.000 | Accounts Receivable            | \$0.00         | \$0.00        | (\$158.03)     | \$158.03       | \$0.00      | \$158.03       | 0.00%   |
|                           | FUNCTION: UNDESIGNATED - 0000  | (\$165,000.00) | (\$19,138.97) | (\$149,933.12) | (\$15,066.88)  | \$0.00      | (\$15,066.88)  | 9.13%   |
| 202.3100.0112.000.000.000 | Classified Salaries            | \$27,073.92    | \$0.00        | \$0.00         | \$27,073.92    | \$0.00      | \$27,073.92    | 100.00% |
| 202.3100.0122.000.000.000 | Substitutes - Classified       | \$0.00         | \$0.00        | \$215.63       | (\$215.63)     | \$0.00      | (\$215.63)     | 0.00%   |
| 202.3100.0210.000.000.000 | Public Employees Retirement Sy | \$7,180.00     | \$0.00        | \$0.00         | \$7,180.00     | \$0.00      | \$7,180.00     | 100.00% |
| 202.3100.0220.000.000.000 | Social Security Administration | \$2,071.15     | \$0.00        | \$16.50        | \$2,054.65     | \$0.00      | \$2,054.65     | 99.20%  |
| 202.3100.0231.000.000.000 | Worker's Compensation          | \$254.49       | \$0.00        | \$0.83         | \$253.66       | \$0.00      | \$253.66       | 99.67%  |
| 202.3100.0232.000.000.000 | Unemployment Compensation      | \$703.92       | \$0.00        | \$4.32         | \$699.60       | \$0.00      | \$699.60       | 99.39%  |
| 202.3100.0233.000.000.000 | OR Paid Leave                  | \$108.30       | \$0.00        | \$0.87         | \$107.43       | \$0.00      | \$107.43       | 99.20%  |
| 202.3100.0240.000.000.000 | Contractual Employee Benefits  | \$8,203.03     | \$0.00        | \$0.00         | \$8,203.03     | \$0.00      | \$8,203.03     | 100.00% |
| 202.3100.0410.000.000.000 | Consumable Supplies and Materi | \$5,000.00     | \$0.00        | \$0.00         | \$5,000.00     | \$0.00      | \$5,000.00     | 100.00% |
| 202.3100.0450.000.000.000 | Food - Food Service Only       | \$114,405.19   | \$19,138.97   | \$149,494.97   | (\$35,089.78)  | \$0.00      | (\$35,089.78)  | -30.67% |
| 202.3100.0640.000.000.000 | Dues and Fees                  | \$0.00         | \$0.00        | \$200.00       | (\$200.00)     | \$0.00      | (\$200.00)     | 0.00%   |
|                           | FUNCTION: Food Services - 3100 | \$165,000.00   | \$19,138.97   | \$149,933.12   | \$15,066.88    | \$0.00      | \$15,066.88    | 9.13%   |
|                           | FUND: Food Service - 202       | \$0.00         | \$0.00        | \$0.00         | \$0.00         | \$0.00      | \$0.00         | 0.00%   |

SILETZ VALLEY SCHOOL

Board Folder

From Date: 4/1/2026

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Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
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| Account Number            | Description   | GL Budget      | Range To Date | YTD            | Balance        | Encumbrance | Budget Balance | % Bud   |
|---------------------------|---|----------------|---------------|----------------|----------------|-------------|----------------|---------|
| 206.0000.1740.000.000.000 | Fees  | (\$10,000.00)  | \$0.00        | \$0.00         | (\$10,000.00)  | \$0.00      | (\$10,000.00)  | 100.00% |
| 206.0000.1920.000.000.000 | Contributions and Donations Fr                              | (\$166,250.00) | \$0.00        | (\$166,250.00) | \$0.00         | \$0.00      | \$0.00         | 0.00%   |
| 206.0000.1990.000.000.000 | Miscellaneous   | \$0.00         | \$0.00        | (\$25.33)      | \$25.33        | \$0.00      | \$25.33        | 0.00%   |
| 206.0000.5400.000.000.000 | Resources - Beginning Fund Bal                              | \$0.00         | \$0.00        | (\$67,695.94)  | \$67,695.94    | \$0.00      | \$67,695.94    | 0.00%   |
| 206.0000.9101.003.000.000 | CASH  | \$0.00         | \$0.00        | \$11,131.35    | (\$11,131.35)  | \$0.00      | (\$11,131.35)  | 0.00%   |
| 206.0000.9104.000.000.000 | Washington Federal Checking                                 | \$0.00         | (\$8,168.02)  | \$196,223.76   | (\$196,223.76) | \$0.00      | (\$196,223.76) | 0.00%   |
| 206.0000.9105.000.000.000 | Washington Federal Money Marke                              | \$0.00         | \$0.00        | (\$50,395.48)  | \$50,395.48    | \$0.00      | \$50,395.48    | 0.00%   |
| 206.0000.9421.000.000.000 | ACCOUNTS PAYABLE  | \$0.00         | \$0.00        | (\$0.22)       | \$0.22         | \$0.00      | \$0.22         | 0.00%   |
|                           | FUNCTION: UNDESIGNATED - 0000                               | (\$176,250.00) | (\$8,168.02)  | (\$77,011.86)  | (\$99,238.14)  | \$0.00      | (\$99,238.14)  | 56.31%  |
| 206.1122.0150.000.000.000 | Coaching/Athletics  | \$22,000.00    | \$1,663.89    | \$10,749.99    | \$11,250.01    | \$6,400.01  | \$4,850.00     | 22.05%  |
| 206.1122.0210.000.000.000 | Public Employees Retirement Sy                              | \$5,847.60     | \$394.68      | \$2,204.55     | \$3,643.05     | \$1,126.08  | \$2,516.97     | 43.04%  |
| 206.1122.0220.000.000.000 | Social Security Administration                              | \$1,683.00     | \$127.29      | \$821.89       | \$861.11       | \$346.80    | \$514.31       | 30.56%  |
| 206.1122.0231.000.000.000 | Worker's Compensation                                       | \$206.80       | \$6.11        | \$38.45        | \$168.35       | \$15.86     | \$152.49       | 73.74%  |
| 206.1122.0232.000.000.000 | Unemployment Compensation                                   | \$572.00       | \$33.28       | \$214.87       | \$357.13       | \$90.66     | \$266.47       | 46.59%  |
| 206.1122.0233.000.000.000 | OR Paid Leave   | \$88.00        | \$6.66        | \$42.95        | \$45.05        | \$18.14     | \$26.91        | 30.58%  |
| 206.1122.0324.000.230.000 | Rentals   | \$2,000.00     | \$0.00        | \$2,010.00     | (\$10.00)      | \$0.00      | (\$10.00)      | -0.50%  |
| 206.1122.0340.000.000.000 | Travel  | \$2,373.04     | \$0.00        | \$219.38       | \$2,153.66     | \$0.00      | \$2,153.66     | 90.76%  |
| 206.1122.0410.000.000.000 | Consumable Supplies and Materi                              | \$1,882.52     | \$0.00        | \$634.75       | \$1,247.77     | \$0.00      | \$1,247.77     | 66.28%  |
| 206.1122.0460.000.000.000 | Non-consumable Items  | \$2,025.00     | \$0.00        | \$0.00         | \$2,025.00     | \$0.00      | \$2,025.00     | 100.00% |
| 206.1122.0640.000.000.000 | Dues and Fees   | \$4,475.00     | \$0.00        | \$3,446.00     | \$1,029.00     | \$0.00      | \$1,029.00     | 22.99%  |
|                           | FUNCTION: Middle/Junior High School Extra-curricular - 1122 | \$43,152.96    | \$2,231.91    | \$20,382.83    | \$22,770.13    | \$7,997.55  | \$14,772.58    | 34.23%  |
| 206.1132.0150.000.000.000 | Coaching/Athletics  | \$59,000.00    | \$3,822.22    | \$26,133.32    | \$32,866.68    | \$11,016.68 | \$21,850.00    | 37.03%  |
| 206.1132.0210.000.000.000 | Public Employees Retirement Sy                              | \$15,682.20    | \$949.44      | \$4,293.18     | \$11,389.02    | \$1,792.62  | \$9,596.40     | 61.19%  |
| 206.1132.0220.000.000.000 | Social Security Administration                              | \$4,513.50     | \$291.65      | \$1,995.81     | \$2,517.69     | \$551.27    | \$1,966.42     | 43.57%  |
| 206.1132.0231.000.000.000 | Worker's Compensation                                       | \$554.60       | \$13.81       | \$91.07        | \$463.53       | \$25.28     | \$438.25       | 79.02%  |
| 206.1132.0232.000.000.000 | Unemployment Compensation                                   | \$1,533.99     | \$76.25       | \$521.77       | \$1,012.22     | \$144.12    | \$868.10       | 56.59%  |
| 206.1132.0233.000.000.000 | OR Paid Leave   | \$236.00       | \$15.24       | \$104.36       | \$131.64       | \$28.83     | \$102.81       | 43.56%  |
| 206.1132.0322.000.000.000 | Repairs and Maintenance Servic                              | \$3,000.00     | \$0.00        | \$0.00         | \$3,000.00     | \$0.00      | \$3,000.00     | 100.00% |
| 206.1132.0324.000.000.000 | Rentals   | \$2,000.00     | \$0.00        | \$0.00         | \$2,000.00     | \$0.00      | \$2,000.00     | 100.00% |
| 206.1132.0340.000.000.000 | Travel  | \$21,500.00    | \$0.00        | \$6,287.32     | \$15,212.68    | \$0.00      | \$15,212.68    | 70.76%  |
| 206.1132.0410.000.000.000 | Consumable Supplies and Materi                              | \$5,601.75     | \$207.00      | \$3,978.08     | \$1,623.67     | \$0.00      | \$1,623.67     | 28.99%  |
| 206.1132.0411.000.000.000 | Meetings/Meals  | \$0.00         | \$0.00        | \$79.82        | (\$79.82)      | \$0.00      | (\$79.82)      | 0.00%   |
| 206.1132.0460.000.000.000 | Non-consumable Items  | \$4,500.00     | \$248.00      | \$656.00       | \$3,844.00     | \$0.00      | \$3,844.00     | 85.42%  |
| 206.1132.0640.000.000.000 | Dues and Fees   | \$14,975.00    | \$312.50      | \$12,488.30    | \$2,486.70     | \$5,000.00  | (\$2,513.30)   | -16.78% |
|                           | FUNCTION: High School Extra-curricular - 1132               | \$133,097.04   | \$5,936.11    | \$56,629.03    | \$76,468.01    | \$18,558.80 | \$57,909.21    | 43.51%  |
|                           | FUND: Athletics - 206                                       | \$0.00         | \$0.00        | \$0.00         | \$0.00         | \$26,556.35 | (\$26,556.35)  | 0.00%   |

# SILETZ VALLEY SCHOOL

## Board Folder

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance   
  Include All Encumbrances

| Account Number            | Description                                  | GL Budget      | Range To Date | YTD            | Balance        | Encumbrance | Budget Balance | % Bud    |
|---------------------------|--|----------------|---------------|----------------|----------------|-------------|----------------|----------|
| 208.0000.1920.000.000.000 | Contributions and Donations Fr               | (\$209,750.00) | \$0.00        | (\$209,750.00) | \$0.00         | \$0.00      | \$0.00         | 0.00%    |
| 208.0000.5400.000.000.000 | Resources - Beginning Fund Bal               | \$0.00         | \$0.00        | (\$92,668.99)  | \$92,668.99    | \$0.00      | \$92,668.99    | 0.00%    |
| 208.0000.9101.003.000.000 | CASH   | \$0.00         | \$0.00        | \$312,988.84   | (\$312,988.84) | \$0.00      | (\$312,988.84) | 0.00%    |
| 208.0000.9104.000.000.000 | Washington Federal Checking                  | \$0.00         | (\$7,961.59)  | (\$180,475.38) | \$180,475.38   | \$0.00      | \$180,475.38   | 0.00%    |
| 208.0000.9105.000.000.000 | Washington Federal Money Marke               | \$0.00         | (\$4,500.00)  | (\$1,840.40)   | \$1,840.40     | \$0.00      | \$1,840.40     | 0.00%    |
| 208.0000.9191.001.000.000 | Advances/Deposits                            | \$0.00         | \$0.00        | (\$595.00)     | \$595.00       | \$0.00      | \$595.00       | 0.00%    |
| 208.0000.9421.000.000.000 | ACCOUNTS PAYABLE                             | \$0.00         | \$0.00        | \$0.08         | (\$0.08)       | \$0.00      | (\$0.08)       | 0.00%    |
|                           | FUNCTION: UNDESIGNATED - 0000                | (\$209,750.00) | (\$12,461.59) | (\$172,340.85) | (\$37,409.15)  | \$0.00      | (\$37,409.15)  | 17.84%   |
| 208.1111.0111.000.000.000 | Licensed Salaries                            | \$6,078.64     | \$442.13      | \$4,752.88     | \$1,325.76     | \$1,326.39  | (\$0.63)       | -0.01%   |
| 208.1111.0210.000.000.000 | Public Employees Retirement Sy               | \$1,521.48     | \$109.82      | \$1,180.60     | \$340.88       | \$329.47    | \$11.41        | 0.75%    |
| 208.1111.0220.000.000.000 | Social Security Administration               | \$465.02       | \$30.58       | \$329.27       | \$135.75       | \$91.68     | \$44.07        | 9.48%    |
| 208.1111.0231.000.000.000 | Worker's Compensation                        | \$57.14        | \$1.52        | \$16.27        | \$40.87        | \$4.41      | \$36.46        | 63.81%   |
| 208.1111.0232.000.000.000 | Unemployment Compensation                    | \$158.04       | \$7.99        | \$86.07        | \$71.97        | \$23.97     | \$48.00        | 30.37%   |
| 208.1111.0233.000.000.000 | OR Paid Leave                                | \$24.31        | \$1.60        | \$17.22        | \$7.09         | \$4.80      | \$2.29         | 9.42%    |
| 208.1111.0240.000.000.000 | Contractual Employee Benefits                | \$751.87       | \$54.93       | \$588.10       | \$163.77       | \$164.79    | (\$1.02)       | -0.14%   |
|                           | FUNCTION: Primary, K-3 - 1111                | \$9,056.50     | \$648.55      | \$6,970.41     | \$2,086.09     | \$1,945.51  | \$140.58       | 1.55%    |
| 208.1112.0111.000.000.000 | Licensed Salaries                            | \$6,078.64     | \$442.13      | \$4,752.88     | \$1,325.76     | \$1,326.39  | (\$0.63)       | -0.01%   |
| 208.1112.0210.000.000.000 | Public Employees Retirement Sy               | \$1,521.48     | \$109.82      | \$1,180.60     | \$340.88       | \$329.47    | \$11.41        | 0.75%    |
| 208.1112.0220.000.000.000 | Social Security Administration               | \$464.60       | \$30.56       | \$329.27       | \$135.33       | \$91.68     | \$43.65        | 9.40%    |
| 208.1112.0231.000.000.000 | Worker's Compensation                        | \$57.14        | \$1.52        | \$16.27        | \$40.87        | \$4.41      | \$36.46        | 63.81%   |
| 208.1112.0232.000.000.000 | Unemployment Compensation                    | \$158.04       | \$7.99        | \$86.07        | \$71.97        | \$23.97     | \$48.00        | 30.37%   |
| 208.1112.0233.000.000.000 | OR Paid Leave                                | \$24.31        | \$1.60        | \$17.22        | \$7.09         | \$4.80      | \$2.29         | 9.42%    |
| 208.1112.0240.000.000.000 | Contractual Employee Benefits                | \$751.87       | \$54.93       | \$588.10       | \$163.77       | \$164.79    | (\$1.02)       | -0.14%   |
|                           | FUNCTION: Intermediate Programs - 1112       | \$9,056.08     | \$648.55      | \$6,970.41     | \$2,085.67     | \$1,945.51  | \$140.16       | 1.55%    |
| 208.1121.0111.000.000.000 | Licensed Salaries                            | \$6,080.46     | \$442.13      | \$4,752.88     | \$1,327.58     | \$1,326.39  | \$1.19         | 0.02%    |
| 208.1121.0210.000.000.000 | Public Employees Retirement Sy               | \$1,521.94     | \$109.82      | \$1,180.60     | \$341.34       | \$329.47    | \$11.87        | 0.78%    |
| 208.1121.0220.000.000.000 | Social Security Administration               | \$465.57       | \$30.58       | \$329.27       | \$136.30       | \$91.68     | \$44.62        | 9.58%    |
| 208.1121.0231.000.000.000 | Worker's Compensation                        | \$57.16        | \$1.52        | \$16.27        | \$40.89        | \$4.41      | \$36.48        | 63.82%   |
| 208.1121.0232.000.000.000 | Unemployment Compensation                    | \$158.09       | \$7.99        | \$86.07        | \$72.02        | \$23.97     | \$48.05        | 30.39%   |
| 208.1121.0233.000.000.000 | OR Paid Leave                                | \$24.31        | \$1.60        | \$17.22        | \$7.09         | \$4.80      | \$2.29         | 9.42%    |
| 208.1121.0240.000.000.000 | Contractual Employee Benefits                | \$752.10       | \$54.93       | \$588.10       | \$164.00       | \$164.79    | (\$0.79)       | -0.11%   |
|                           | FUNCTION: Middle/Junior High Programs - 1121 | \$9,059.63     | \$648.55      | \$6,970.41     | \$2,089.22     | \$1,945.51  | \$143.71       | 1.59%    |
| 208.1131.0111.000.000.000 | Licensed Salaries                            | \$18,237.74    | \$1,879.04    | \$14,590.22    | \$3,647.52     | \$5,637.12  | (\$1,989.60)   | -10.91%  |
| 208.1131.0112.000.000.000 | Classified Salaries                          | \$0.00         | \$0.00        | \$75.00        | (\$75.00)      | \$0.00      | (\$75.00)      | 0.00%    |
| 208.1131.0210.000.000.000 | Public Employees Retirement Sy               | \$4,564.91     | \$466.75      | \$3,624.22     | \$940.69       | \$1,400.25  | (\$459.56)     | -10.07%  |
| 208.1131.0220.000.000.000 | Social Security Administration               | \$1,395.19     | \$129.90      | \$1,016.47     | \$378.72       | \$389.70    | (\$10.98)      | -0.79%   |
| 208.1131.0231.000.000.000 | Worker's Compensation                        | \$171.43       | \$6.51        | \$50.24        | \$121.19       | \$18.81     | \$102.38       | 59.72%   |
| 208.1131.0232.000.000.000 | Unemployment Compensation                    | \$474.18       | \$33.96       | \$265.77       | \$208.41       | \$101.88    | \$106.53       | 22.47%   |
| 208.1131.0233.000.000.000 | OR Paid Leave                                | \$72.95        | \$8.79        | \$53.16        | \$19.79        | \$20.37     | (\$0.58)       | -0.80%   |
| 208.1131.0240.000.000.000 | Contractual Employee Benefits                | \$2,255.83     | \$233.45      | \$1,805.92     | \$449.91       | \$700.35    | (\$250.44)     | -11.10%  |
| 208.1131.0410.000.000.000 | Consumable Supplies and Materi               | \$538.73       | \$0.00        | \$0.00         | \$538.73       | \$0.00      | \$538.73       | 100.00%  |
| 208.1131.0480.000.000.000 | Computer Hardware                            | \$2,000.00     | \$0.00        | \$0.00         | \$2,000.00     | \$0.00      | \$2,000.00     | 100.00%  |
|                           | FUNCTION: High School Programs - 1131        | \$29,710.96    | \$2,756.40    | \$21,481.00    | \$8,229.96     | \$8,268.48  | (\$38.52)      | -0.13%   |
| 208.1410.0111.000.000.000 | Licensed Salaries                            | \$13,000.00    | \$0.00        | \$200.00       | \$12,800.00    | \$0.00      | \$12,800.00    | 98.46%   |
| 208.1410.0130.000.000.000 | Additional Salary                            | \$0.00         | \$0.00        | \$5,163.48     | (\$5,163.48)   | \$0.00      | (\$5,163.48)   | 0.00%    |
| 208.1410.0210.000.000.000 | Public Employees Retirement Sy               | \$338.00       | \$0.00        | \$1,332.26     | (\$994.26)     | \$0.00      | (\$994.26)     | -294.16% |

**SILETZ VALLEY SCHOOL**

**Board Folder**

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance   
  Include All Encumbrances

| Account Number            | Description  | GL Budget   | Range To Date | YTD         | Balance       | Encumbrance | Budget Balance | % Bud   |
|---------------------------|--|-------------|---------------|-------------|---------------|-------------|----------------|---------|
| 208.1410.0220.000.000.000 | Social Security Administration                         | \$994.51    | \$0.00        | \$408.69    | \$585.82      | \$0.00      | \$585.82       | 58.91%  |
| 208.1410.0231.000.000.000 | Worker's Compensation                                  | \$390.00    | \$0.00        | \$18.24     | \$371.76      | \$0.00      | \$371.76       | 95.32%  |
| 208.1410.0232.000.000.000 | Unemployment Compensation                              | \$63.45     | \$0.00        | \$106.86    | (\$43.41)     | \$0.00      | (\$43.41)      | -68.42% |
| 208.1410.0233.000.000.000 | OR Paid Leave  | \$52.00     | \$0.00        | \$21.38     | \$30.62       | \$0.00      | \$30.62        | 58.88%  |
| 208.1410.0240.000.000.000 | Contractual Employee Benefits                          | \$1,228.87  | \$0.00        | \$0.00      | \$1,228.87    | \$0.00      | \$1,228.87     | 100.00% |
|                           | FUNCTION: Intermediate - 1410                          | \$16,066.83 | \$0.00        | \$7,250.91  | \$8,815.92    | \$0.00      | \$8,815.92     | 54.87%  |
| 208.2130.0390.000.000.000 | Other General Professional and                         | \$4,300.00  | \$0.00        | \$7,100.00  | (\$2,800.00)  | \$0.00      | (\$2,800.00)   | -65.12% |
|                           | FUNCTION: Health Services - 2130                       | \$4,300.00  | \$0.00        | \$7,100.00  | (\$2,800.00)  | \$0.00      | (\$2,800.00)   | -65.12% |
| 208.2310.0389.000.000.000 | Other Non-Instructional Profes                         | \$0.00      | \$4,500.00    | \$4,500.00  | (\$4,500.00)  | \$0.00      | (\$4,500.00)   | 0.00%   |
|                           | FUNCTION: Board of Education Services - 2310           | \$0.00      | \$4,500.00    | \$4,500.00  | (\$4,500.00)  | \$0.00      | (\$4,500.00)   | 0.00%   |
| 208.2410.0345.000.000.000 | Travel   | \$0.00      | \$0.00        | \$411.60    | (\$411.60)    | \$0.00      | (\$411.60)     | 0.00%   |
| 208.2410.0410.000.000.000 | Consumable Supplies and Materi                         | \$12,000.00 | \$3,259.54    | \$6,987.43  | \$5,012.57    | \$0.00      | \$5,012.57     | 41.77%  |
|                           | FUNCTION: Office of the Principal Services - 2410      | \$12,000.00 | \$3,259.54    | \$7,399.03  | \$4,600.97    | \$0.00      | \$4,600.97     | 38.34%  |
| 208.2541.0651.000.000.000 | Liability Insurance                                    | \$77,000.00 | \$0.00        | \$93,382.00 | (\$16,382.00) | \$0.00      | (\$16,382.00)  | -21.28% |
|                           | FUNCTION: Service Area Direction - 2541                | \$77,000.00 | \$0.00        | \$93,382.00 | (\$16,382.00) | \$0.00      | (\$16,382.00)  | -21.28% |
| 208.2542.0410.000.000.000 | Consumable Supplies and Materi                         | \$20,000.00 | \$0.00        | \$3,306.68  | \$16,693.32   | \$0.00      | \$16,693.32    | 83.47%  |
|                           | FUNCTION: Care and Upkeep of Buildings Services - 2542 | \$20,000.00 | \$0.00        | \$3,306.68  | \$16,693.32   | \$0.00      | \$16,693.32    | 83.47%  |
| 208.2552.0322.000.000.000 | Repairs and Maintenance Servic                         | \$1,500.00  | \$0.00        | \$730.00    | \$770.00      | \$0.00      | \$770.00       | 51.33%  |
|                           | FUNCTION: Vehicle Operation Services - 2552            | \$1,500.00  | \$0.00        | \$730.00    | \$770.00      | \$0.00      | \$770.00       | 51.33%  |
| 208.2660.0390.000.000.000 | Other General Professional and                         | \$22,000.00 | \$0.00        | \$6,280.00  | \$15,720.00   | \$0.00      | \$15,720.00    | 71.45%  |
|                           | FUNCTION: Technology Services - 2660                   | \$22,000.00 | \$0.00        | \$6,280.00  | \$15,720.00   | \$0.00      | \$15,720.00    | 71.45%  |
|                           | FUND: Confederated Tribes of Siletz - 208              | \$0.00      | \$0.00        | \$0.00      | \$0.00        | \$14,105.01 | (\$14,105.01)  | 0.00%   |

# SILETZ VALLEY SCHOOL

## Board Folder

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance   
  Include All Encumbrances

| Account Number            | Description                                  | GL Budget     | Range To Date | YTD           | Balance       | Encumbrance | Budget Balance | % Bud |
|---------------------------|--|---------------|---------------|---------------|---------------|-------------|----------------|-------|
| 213.0000.3199.000.000.000 | Other Unrestricted Grants-In-A               | (\$11,476.91) | \$0.00        | (\$11,476.91) | \$0.00        | \$0.00      | \$0.00         | 0.00% |
| 213.0000.5400.000.000.000 | Resources - Beginning Fund Bal               | \$0.00        | \$0.00        | (\$7.74)      | \$7.74        | \$0.00      | \$7.74         | 0.00% |
| 213.0000.9104.000.000.000 | Washington Federal Checking                  | \$0.00        | \$0.00        | (\$37,355.02) | \$37,355.02   | \$0.00      | \$37,355.02    | 0.00% |
| 213.0000.9105.000.000.000 | Washington Federal Money Marke               | \$0.00        | \$0.00        | \$37,362.75   | (\$37,362.75) | \$0.00      | (\$37,362.75)  | 0.00% |
| 213.0000.9153.000.000.000 | Accounts Receivable                          | \$0.00        | \$0.00        | \$0.01        | (\$0.01)      | \$0.00      | (\$0.01)       | 0.00% |
|                           | FUNCTION: UNDESIGNATED - 0000                | (\$11,476.91) | \$0.00        | (\$11,476.91) | \$0.00        | \$0.00      | \$0.00         | 0.00% |
| 213.1121.0310.000.000.000 | Instructional, Professional a                | \$10,728.00   | \$0.00        | \$10,728.00   | \$0.00        | \$0.00      | \$0.00         | 0.00% |
| 213.1121.0340.000.000.000 | Travel                                       | \$178.91      | \$0.00        | \$178.91      | \$0.00        | \$0.00      | \$0.00         | 0.00% |
| 213.1121.0411.000.000.000 | Meetings/Meals                               | \$570.00      | \$0.00        | \$570.00      | \$0.00        | \$0.00      | \$0.00         | 0.00% |
|                           | FUNCTION: Middle/Junior High Programs - 1121 | \$11,476.91   | \$0.00        | \$11,476.91   | \$0.00        | \$0.00      | \$0.00         | 0.00% |
|                           | FUND: Outdoor School - 213                   | \$0.00        | \$0.00        | \$0.00        | \$0.00        | \$0.00      | \$0.00         | 0.00% |

SILETZ VALLEY SCHOOL

Board Folder

From Date: 4/1/2026

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- Subtotal by Collapse Mask
- Include pre encumbrance
- Print accounts with zero balance
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| Account Number            | Description                                  | GL Budget     | Range To Date | YTD           | Balance       | Encumbrance | Budget Balance | % Bud   |
|---------------------------|--|---------------|---------------|---------------|---------------|-------------|----------------|---------|
| 225.0000.1920.000.000.000 | Contributions and Donations Fr               | (\$4,725.00)  | (\$370.35)    | (\$5,320.35)  | \$595.35      | \$0.00      | \$595.35       | -12.60% |
| 225.0000.5200.000.000.000 | Interfund Transfers                          | (\$6,926.43)  | \$0.00        | (\$6,926.43)  | \$0.00        | \$0.00      | \$0.00         | 0.00%   |
| 225.0000.9104.000.000.000 | Washington Federal Checking                  | \$0.00        | \$0.00        | (\$33,952.65) | \$33,952.65   | \$0.00      | \$33,952.65    | 0.00%   |
| 225.0000.9105.000.000.000 | Washington Federal Money Marke               | \$0.00        | \$0.00        | \$38,238.01   | (\$38,238.01) | \$0.00      | (\$38,238.01)  | 0.00%   |
| 225.0000.9153.000.000.000 | Accounts Receivable                          | \$0.00        | \$370.35      | \$370.35      | (\$370.35)    | \$0.00      | (\$370.35)     | 0.00%   |
| 225.0000.9421.000.000.000 | ACCOUNTS PAYABLE                             | \$0.00        | \$0.00        | \$0.39        | (\$0.39)      | \$0.00      | (\$0.39)       | 0.00%   |
|                           | FUNCTION: UNDESIGNATED - 0000                | (\$11,651.43) | \$0.00        | (\$7,590.68)  | (\$4,060.75)  | \$0.00      | (\$4,060.75)   | 34.85%  |
|                           |  |               |               |               |               |             |                |         |
| 225.1112.0111.000.000.000 | Licensed Salaries                            | \$2,550.00    | \$0.00        | \$1,700.00    | \$850.00      | \$850.00    | \$0.00         | 0.00%   |
| 225.1112.0210.000.000.000 | Public Employees Retirement Sy               | \$638.27      | \$0.00        | \$422.28      | \$215.99      | \$211.14    | \$4.85         | 0.76%   |
| 225.1112.0220.000.000.000 | Social Security Administration               | \$195.08      | \$0.00        | \$130.06      | \$65.02       | \$65.03     | (\$0.01)       | -0.01%  |
| 225.1112.0231.000.000.000 | Worker's Compensation                        | \$23.97       | \$0.00        | \$5.88        | \$18.09       | \$2.83      | \$15.26        | 63.66%  |
| 225.1112.0232.000.000.000 | Unemployment Compensation                    | \$66.30       | \$0.00        | \$34.00       | \$32.30       | \$17.00     | \$15.30        | 23.08%  |
| 225.1112.0233.000.000.000 | OR Paid Leave                                | \$10.20       | \$0.00        | \$6.80        | \$3.40        | \$3.40      | \$0.00         | 0.00%   |
| 225.1112.0410.000.000.000 | Consumable Supplies and Materi               | \$400.00      | \$0.00        | \$147.50      | \$252.50      | \$0.00      | \$252.50       | 63.13%  |
|                           | FUNCTION: Intermediate Programs - 1112       | \$3,883.82    | \$0.00        | \$2,446.52    | \$1,437.30    | \$1,149.40  | \$287.90       | 7.41%   |
|                           |  |               |               |               |               |             |                |         |
| 225.1121.0111.000.000.000 | Licensed Salaries                            | \$2,550.00    | \$0.00        | \$1,700.00    | \$850.00      | \$925.00    | (\$75.00)      | -2.94%  |
| 225.1121.0210.000.000.000 | Public Employees Retirement Sy               | \$638.27      | \$0.00        | \$422.28      | \$215.99      | \$229.77    | (\$13.78)      | -2.16%  |
| 225.1121.0220.000.000.000 | Social Security Administration               | \$195.08      | \$0.00        | \$130.05      | \$65.03       | \$70.77     | (\$5.74)       | -2.94%  |
| 225.1121.0231.000.000.000 | Worker's Compensation                        | \$23.97       | \$0.00        | \$5.81        | \$18.16       | \$3.12      | \$15.04        | 62.75%  |
| 225.1121.0232.000.000.000 | Unemployment Compensation                    | \$66.30       | \$0.00        | \$34.00       | \$32.30       | \$18.50     | \$13.80        | 20.81%  |
| 225.1121.0233.000.000.000 | OR Paid Leave                                | \$10.20       | \$0.00        | \$6.80        | \$3.40        | \$3.70      | (\$0.30)       | -2.94%  |
| 225.1121.0410.000.000.000 | Consumable Supplies and Materi               | \$400.00      | \$0.00        | \$147.50      | \$252.50      | \$0.00      | \$252.50       | 63.13%  |
|                           | FUNCTION: Middle/Junior High Programs - 1121 | \$3,883.82    | \$0.00        | \$2,446.44    | \$1,437.38    | \$1,250.86  | \$186.52       | 4.80%   |
|                           |  |               |               |               |               |             |                |         |
| 225.1131.0111.000.000.000 | Licensed Salaries                            | \$2,550.00    | \$0.00        | \$1,700.00    | \$850.00      | \$925.00    | (\$75.00)      | -2.94%  |
| 225.1131.0210.000.000.000 | Public Employees Retirement Sy               | \$638.27      | \$0.00        | \$422.28      | \$215.99      | \$229.77    | (\$13.78)      | -2.16%  |
| 225.1131.0220.000.000.000 | Social Security Administration               | \$195.08      | \$0.00        | \$129.13      | \$65.95       | \$70.26     | (\$4.31)       | -2.21%  |
| 225.1131.0231.000.000.000 | Worker's Compensation                        | \$23.97       | \$0.00        | \$5.79        | \$18.18       | \$3.07      | \$15.11        | 63.04%  |
| 225.1131.0232.000.000.000 | Unemployment Compensation                    | \$66.27       | \$0.00        | \$33.76       | \$32.51       | \$18.36     | \$14.15        | 21.35%  |
| 225.1131.0233.000.000.000 | OR Paid Leave                                | \$10.20       | \$0.00        | \$6.76        | \$3.44        | \$3.67      | (\$0.23)       | -2.25%  |
| 225.1131.0410.000.000.000 | Consumable Supplies and Materi               | \$400.00      | \$0.00        | \$400.00      | \$0.00        | \$0.00      | \$0.00         | 0.00%   |
|                           | FUNCTION: High School Programs - 1131        | \$3,883.79    | \$0.00        | \$2,697.72    | \$1,186.07    | \$1,250.13  | (\$64.06)      | -1.65%  |
|                           | FUND: Smile Program - 225                    | \$0.00        | \$0.00        | \$0.00        | \$0.00        | \$3,650.39  | (\$3,650.39)   | 0.00%   |

**SILETZ VALLEY SCHOOL**

**Board Folder**

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
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  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance   
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| Account Number            | Description                                      | GL Budget      | Range To Date | YTD              | Balance        | Encumbrance | Budget Balance | % Bud   |
|---------------------------|--|----------------|---------------|------------------|----------------|-------------|----------------|---------|
| 227.0000.4700.000.000.000 | Grants-In-Aid From the Federal                   | (\$154,947.86) | (\$25,355.50) | (\$72,722.40)    | (\$82,225.46)  | \$0.00      | (\$82,225.46)  | 53.07%  |
| 227.0000.5400.000.000.000 | Resources - Beginning Fund Bal                   | \$0.00         | \$0.00        | (\$3,942.21)     | \$3,942.21     | \$0.00      | \$3,942.21     | 0.00%   |
| 227.0000.9101.003.000.000 | CASH   | \$0.00         | \$0.00        | \$155,920.96     | (\$155,920.96) | \$0.00      | (\$155,920.96) | 0.00%   |
| 227.0000.9104.000.000.000 | Washington Federal Checking                      | \$0.00         | (\$11,584.01) | (\$1,132,827.54) | \$1,132,827.54 | \$0.00      | \$1,132,827.54 | 0.00%   |
| 227.0000.9105.000.000.000 | Washington Federal Money Marke                   | \$0.00         | \$0.00        | \$952,699.51     | (\$952,699.51) | \$0.00      | (\$952,699.51) | 0.00%   |
| 227.0000.9153.001.000.000 | Accounts Receivable                              | \$0.00         | \$25,355.50   | \$16,564.82      | (\$16,564.82)  | \$0.00      | (\$16,564.82)  | 0.00%   |
| 227.0000.9421.000.000.000 | ACCOUNTS PAYABLE                                 | \$0.00         | \$0.00        | \$0.46           | (\$0.46)       | \$0.00      | (\$0.46)       | 0.00%   |
| 227.0000.9461.000.000.000 | SALARIES PAYABLE                                 | \$0.00         | \$0.00        | (\$0.02)         | \$0.02         | \$0.00      | \$0.02         | 0.00%   |
|                           | FUNCTION: UNDESIGNATED - 0000                    | (\$154,947.86) | (\$11,584.01) | (\$84,306.42)    | (\$70,641.44)  | \$0.00      | (\$70,641.44)  | 45.59%  |
| 227.1272.0111.000.000.000 | Licensed Salaries                                | \$49,082.86    | \$2,801.78    | \$26,211.97      | \$22,870.89    | \$8,180.43  | \$14,690.46    | 29.93%  |
| 227.1272.0112.000.000.000 | Classified Salaries                              | \$34,300.16    | \$5,057.61    | \$19,692.65      | \$14,607.51    | \$12,635.41 | \$1,972.10     | 5.75%   |
| 227.1272.0210.000.000.000 | Public Employees Retirement Sy                   | \$20,979.71    | \$886.62      | \$9,372.93       | \$11,606.78    | \$3,202.20  | \$8,404.58     | 40.06%  |
| 227.1272.0220.000.000.000 | Social Security Administration                   | \$6,051.84     | \$559.27      | \$3,116.78       | \$2,935.06     | \$1,074.24  | \$1,860.82     | 30.75%  |
| 227.1272.0231.000.000.000 | Worker's Compensation                            | \$743.63       | \$29.43       | \$162.96         | \$580.67       | \$53.84     | \$526.83       | 70.85%  |
| 227.1272.0232.000.000.000 | Unemployment Compensation                        | \$2,096.95     | \$146.22      | \$814.85         | \$1,282.10     | \$280.84    | \$1,001.26     | 47.75%  |
| 227.1272.0233.000.000.000 | OR Paid Leave                                    | \$316.44       | \$29.25       | \$162.99         | \$153.45       | \$56.18     | \$97.27        | 30.74%  |
| 227.1272.0240.000.000.000 | Contractual Employee Benefits                    | \$29,669.33    | \$126.16      | \$3,234.23       | \$26,435.10    | \$3,664.79  | \$22,770.31    | 76.75%  |
| 227.1272.0242.000.000.000 | CEB/In Lieu of Health Benefits                   | \$0.00         | \$368.86      | \$3,660.04       | (\$3,660.04)   | \$640.25    | (\$4,300.29)   | 0.00%   |
| 227.1272.0311.000.000.000 | Instruction Services                             | \$2,416.30     | \$1,400.00    | \$1,400.00       | \$1,016.30     | \$0.00      | \$1,016.30     | 42.06%  |
| 227.1272.0312.000.050.000 | Instructional Programs Improve                   | \$1,133.70     | \$0.00        | \$2,160.00       | (\$1,026.30)   | \$0.00      | (\$1,026.30)   | -90.53% |
| 227.1272.0410.000.000.000 | Consumable Supplies and Materi                   | \$2,849.08     | \$178.81      | \$2,856.52       | (\$7.44)       | \$0.00      | (\$7.44)       | -0.26%  |
| 227.1272.0460.000.000.000 | Non-consumable Items                             | \$0.00         | \$0.00        | \$170.00         | (\$170.00)     | \$0.00      | (\$170.00)     | 0.00%   |
| 227.1272.0470.000.000.000 | Computer Software                                | \$0.00         | \$0.00        | \$11,290.50      | (\$11,290.50)  | \$0.00      | (\$11,290.50)  | 0.00%   |
|                           | FUNCTION: Title I - 1272                         | \$149,640.00   | \$11,584.01   | \$84,306.42      | \$65,333.58    | \$29,788.18 | \$35,545.40    | 23.75%  |
| 227.2240.0410.000.000.000 | Consumable Supplies and Materi                   | \$5,307.86     | \$0.00        | \$0.00           | \$5,307.86     | \$0.00      | \$5,307.86     | 100.00% |
|                           | FUNCTION: Instructional Staff Development - 2240 | \$5,307.86     | \$0.00        | \$0.00           | \$5,307.86     | \$0.00      | \$5,307.86     | 100.00% |
|                           | FUND: Title 1A - - 227                           | \$0.00         | \$0.00        | \$0.00           | \$0.00         | \$29,788.18 | (\$29,788.18)  | 0.00%   |

**SILETZ VALLEY SCHOOL**

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| Account Number            | Description                           | GL Budget     | Range To Date | YTD           | Balance       | Encumbrance | Budget Balance | % Bud   |
|---------------------------|---------------------------------------|---------------|---------------|---------------|---------------|-------------|----------------|---------|
| 237.0000.1990.000.000.000 | Miscellaneous                         | \$0.00        | \$0.00        | (\$300.00)    | \$300.00      | \$0.00      | \$300.00       | 0.00%   |
| 237.0000.3299.000.000.000 | Other Restricted Grants-In-Aid        | (\$78,317.54) | (\$39,158.77) | (\$78,317.54) | \$0.00        | \$0.00      | \$0.00         | 0.00%   |
| 237.0000.9104.000.000.000 | Washington Federal Checking           | \$0.00        | \$34,050.82   | \$34,892.08   | (\$34,892.08) | \$0.00      | (\$34,892.08)  | 0.00%   |
| 237.0000.9105.000.000.000 | Washington Federal Money Marke        | \$0.00        | \$0.00        | (\$104.59)    | \$104.59      | \$0.00      | \$104.59       | 0.00%   |
| 237.0000.9421.000.000.000 | ACCOUNTS PAYABLE                      | \$0.00        | \$0.00        | \$0.26        | (\$0.26)      | \$0.00      | (\$0.26)       | 0.00%   |
|                           | FUNCTION: UNDESIGNATED - 0000         | (\$78,317.54) | (\$5,107.95)  | (\$43,829.79) | (\$34,487.75) | \$0.00      | (\$34,487.75)  | 44.04%  |
| 237.1131.0111.000.000.000 | Licensed Salaries                     | \$44,651.89   | \$0.00        | \$8,077.52    | \$36,574.37   | \$0.00      | \$36,574.37    | 81.91%  |
| 237.1131.0121.000.000.000 | Substitutes - Licensed                | \$0.00        | \$3,958.18    | \$22,049.29   | (\$22,049.29) | \$4,879.86  | (\$26,929.15)  | 0.00%   |
| 237.1131.0210.000.000.000 | Public Employees Retirement Sy        | \$11,841.68   | \$0.00        | \$4,950.84    | \$6,890.84    | \$1,212.15  | \$5,678.69     | 47.96%  |
| 237.1131.0220.000.000.000 | Social Security Administration        | \$3,415.87    | \$302.80      | \$2,270.23    | \$1,145.64    | \$373.30    | \$772.34       | 22.61%  |
| 237.1131.0231.000.000.000 | Worker's Compensation                 | \$419.73      | \$13.78       | \$103.98      | \$315.75      | \$17.03     | \$298.72       | 71.17%  |
| 237.1131.0232.000.000.000 | Unemployment Compensation             | \$1,160.95    | \$79.16       | \$593.52      | \$567.43      | \$97.59     | \$469.84       | 40.47%  |
| 237.1131.0233.000.000.000 | OR Paid Leave                         | \$178.61      | \$15.83       | \$118.70      | \$59.91       | \$19.51     | \$40.40        | 22.62%  |
| 237.1131.0240.000.000.000 | Contractual Employee Benefits         | \$5,742.12    | \$0.00        | \$215.22      | \$5,526.90    | \$5.83      | \$5,521.07     | 96.15%  |
| 237.1131.0242.000.000.000 | CEB/In Lieu of Health Benefits        | \$0.00        | \$0.00        | \$108.70      | (\$108.70)    | \$0.00      | (\$108.70)     | 0.00%   |
| 237.1131.0345.000.000.000 | Travel                                | \$2,000.00    | \$0.00        | \$0.00        | \$2,000.00    | \$0.00      | \$2,000.00     | 100.00% |
| 237.1131.0410.000.000.000 | Consumable Supplies and Materi        | \$8,906.69    | \$738.20      | \$5,341.79    | \$3,564.90    | \$213.16    | \$3,351.74     | 37.63%  |
|                           | FUNCTION: High School Programs - 1131 | \$78,317.54   | \$5,107.95    | \$43,829.79   | \$34,487.75   | \$6,818.43  | \$27,669.32    | 35.33%  |
|                           | FUND: CTE - HSS Measure 98 - 237      | \$0.00        | \$0.00        | \$0.00        | \$0.00        | \$6,818.43  | (\$6,818.43)   | 0.00%   |

# SILETZ VALLEY SCHOOL

## Board Folder

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| Account Number            | Description                                | GL Budget      | Range To Date  | YTD            | Balance       | Encumbrance | Budget Balance | % Bud   |
|---------------------------|--|----------------|----------------|----------------|---------------|-------------|----------------|---------|
| 239.0000.3299.000.000.000 | Other Restricted Grants-In-Aid             | (\$243,922.72) | (\$243,922.72) | (\$303,396.38) | \$59,473.66   | \$0.00      | \$59,473.66    | -24.38% |
| 239.0000.5400.000.000.000 | Resources - Beginning Fund Bal             | \$0.00         | \$0.00         | \$39.89        | (\$39.89)     | \$0.00      | (\$39.89)      | 0.00%   |
| 239.0000.9104.000.000.000 | Washington Federal Checking                | \$0.00         | \$224,869.60   | \$72,144.75    | (\$72,144.75) | \$0.00      | (\$72,144.75)  | 0.00%   |
| 239.0000.9105.000.000.000 | Washington Federal Money Marke             | \$0.00         | \$0.00         | (\$223.80)     | \$223.80      | \$0.00      | \$223.80       | 0.00%   |
| 239.0000.9153.000.000.000 | Accounts Receivable                        | \$0.00         | \$0.00         | \$59,473.66    | (\$59,473.66) | \$0.00      | (\$59,473.66)  | 0.00%   |
| 239.0000.9461.000.000.000 | SALARIES PAYABLE                           | \$0.00         | \$0.00         | \$0.29         | (\$0.29)      | \$0.00      | (\$0.29)       | 0.00%   |
|                           | FUNCTION: UNDESIGNATED - 0000              | (\$243,922.72) | (\$19,053.12)  | (\$171,961.59) | (\$71,961.13) | \$0.00      | (\$71,961.13)  | 29.50%  |
|                           |  |                |                |                |               |             |                |         |
| 239.1111.0111.000.000.000 | Licensed Salaries                          | \$49,082.67    | \$1,836.61     | \$34,558.37    | \$14,524.30   | \$11,700.75 | \$2,823.55     | 5.75%   |
| 239.1111.0210.000.000.000 | Public Employees Retirement Sy             | \$13,016.72    | \$856.31       | \$8,984.39     | \$4,032.33    | \$3,047.21  | \$985.12       | 7.57%   |
| 239.1111.0220.000.000.000 | Social Security Administration             | \$3,754.82     | \$245.36       | \$2,301.75     | \$1,453.07    | \$758.83    | \$694.24       | 18.49%  |
| 239.1111.0231.000.000.000 | Worker's Compensation                      | \$461.38       | \$6.44         | \$117.13       | \$344.25      | \$39.96     | \$304.29       | 65.95%  |
| 239.1111.0232.000.000.000 | Unemployment Compensation                  | \$1,276.15     | \$64.15        | \$601.76       | \$674.39      | \$198.38    | \$476.01       | 37.30%  |
| 239.1111.0233.000.000.000 | OR Paid Leave                              | \$196.33       | \$12.81        | \$120.35       | \$75.98       | \$39.69     | \$36.29        | 18.48%  |
| 239.1111.0240.000.000.000 | Contractual Employee Benefits              | \$4,921.82     | \$1,127.33     | \$2,432.80     | \$2,489.02    | \$662.64    | \$1,826.38     | 37.11%  |
| 239.1111.0242.000.000.000 | CEB/In Lieu of Health Benefits             | \$0.00         | (\$586.19)     | \$1,198.93     | (\$1,198.93)  | \$579.49    | (\$1,778.42)   | 0.00%   |
|                           | FUNCTION: Primary, K-3 - 1111              | \$72,709.89    | \$3,562.82     | \$50,315.48    | \$22,394.41   | \$17,026.95 | \$5,367.46     | 7.38%   |
|                           |  |                |                |                |               |             |                |         |
| 239.1131.0112.000.000.000 | Classified Salaries                        | \$46,890.39    | \$3,388.69     | \$45,965.82    | \$924.57      | \$8,133.27  | (\$7,208.70)   | -15.37% |
| 239.1131.0210.000.000.000 | Public Employees Retirement Sy             | \$12,366.59    | \$841.76       | \$9,503.19     | \$2,863.40    | \$2,020.34  | \$843.06       | 6.82%   |
| 239.1131.0220.000.000.000 | Social Security Administration             | \$3,587.11     | \$259.22       | \$3,516.30     | \$70.81       | \$622.18    | (\$551.37)     | -15.37% |
| 239.1131.0231.000.000.000 | Worker's Compensation                      | \$440.77       | \$12.32        | \$350.84       | \$89.93       | \$28.47     | \$61.46        | 13.94%  |
| 239.1131.0232.000.000.000 | Unemployment Compensation                  | \$1,345.16     | \$67.78        | \$919.38       | \$425.78      | \$162.68    | \$263.10       | 19.56%  |
| 239.1131.0233.000.000.000 | OR Paid Leave                              | \$187.56       | \$13.55        | \$183.85       | \$3.71        | \$32.52     | (\$28.81)      | -15.36% |
| 239.1131.0240.000.000.000 | Contractual Employee Benefits              | \$10,993.38    | \$843.06       | \$6,777.32     | \$4,216.06    | \$1,686.12  | \$2,529.94     | 23.01%  |
| 239.1131.0242.000.000.000 | CEB/In Lieu of Health Benefits             | \$0.00         | \$14.32        | \$1,892.03     | (\$1,892.03)  | \$42.96     | (\$1,934.99)   | 0.00%   |
| 239.1131.0410.000.000.000 | Consumable Supplies and Materi             | \$1,807.94     | \$0.00         | \$0.00         | \$1,807.94    | \$0.00      | \$1,807.94     | 100.00% |
|                           | FUNCTION: High School Programs - 1131      | \$77,618.90    | \$5,440.70     | \$69,108.73    | \$8,510.17    | \$12,728.54 | (\$4,218.37)   | -5.43%  |
|                           |  |                |                |                |               |             |                |         |
| 239.2120.0111.000.000.000 | Licensed Salaries                          | \$64,111.60    | \$6,963.75     | \$36,247.20    | \$27,864.40   | \$13,927.50 | \$13,936.90    | 21.74%  |
| 239.2120.0210.000.000.000 | Public Employees Retirement Sy             | \$17,002.40    | \$1,729.80     | \$9,003.80     | \$7,998.60    | \$3,459.60  | \$4,539.00     | 26.70%  |
| 239.2120.0220.000.000.000 | Social Security Administration             | \$4,904.54     | \$527.28       | \$2,744.51     | \$2,160.03    | \$1,056.36  | \$1,103.67     | 22.50%  |
| 239.2120.0231.000.000.000 | Worker's Compensation                      | \$602.65       | \$22.53        | \$121.54       | \$481.11      | \$46.45     | \$434.66       | 72.12%  |
| 239.2120.0232.000.000.000 | Unemployment Compensation                  | \$1,138.23     | \$137.85       | \$717.50       | \$420.73      | \$276.17    | \$144.56       | 12.70%  |
| 239.2120.0233.000.000.000 | OR Paid Leave                              | \$256.45       | \$27.57        | \$143.49       | \$112.96      | \$55.23     | \$57.73        | 22.51%  |
| 239.2120.0240.000.000.000 | Contractual Employee Benefits              | \$5,578.06     | \$640.82       | \$3,335.54     | \$2,242.52    | \$1,281.64  | \$960.88       | 17.23%  |
| 239.2120.0340.000.000.000 | Travel                                     | \$0.00         | \$0.00         | \$223.80       | (\$223.80)    | \$0.00      | (\$223.80)     | 0.00%   |
|                           | FUNCTION: Guidance Services - 2120         | \$93,593.93    | \$10,049.60    | \$52,537.38    | \$41,056.55   | \$20,102.95 | \$20,953.60    | 22.39%  |
|                           |  |                |                |                |               |             |                |         |
|                           | FUND: School Improvement Grant (SIA) - 239 | \$0.00         | \$0.00         | \$0.00         | \$0.00        | \$49,858.44 | (\$49,858.44)  | 0.00%   |

**SILETZ VALLEY SCHOOL**

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| Account Number            | Description                                       | GL Budget      | Range To Date | YTD            | Balance       | Encumbrance | Budget Balance | % Bud    |
|---------------------------|---|----------------|---------------|----------------|---------------|-------------|----------------|----------|
| 254.0000.3299.000.000.000 | Other Restricted Grants-In-Aid                    | (\$167,359.60) | (\$43,191.95) | (\$131,579.80) | (\$35,779.80) | \$0.00      | (\$35,779.80)  | 21.38%   |
| 254.0000.5400.000.000.000 | Resources - Beginning Fund Bal                    | \$0.00         | \$0.00        | (\$16,831.70)  | \$16,831.70   | \$0.00      | \$16,831.70    | 0.00%    |
| 254.0000.9104.000.000.000 | Washington Federal Checking                       | \$0.00         | \$27,898.75   | \$24,309.62    | (\$24,309.62) | \$0.00      | (\$24,309.62)  | 0.00%    |
| 254.0000.9105.000.000.000 | Washington Federal Money Marke                    | \$0.00         | \$0.00        | (\$925.79)     | \$925.79      | \$0.00      | \$925.79       | 0.00%    |
|                           | FUNCTION: UNDESIGNATED - 0000                     | (\$167,359.60) | (\$15,293.20) | (\$125,027.67) | (\$42,331.93) | \$0.00      | (\$42,331.93)  | 25.29%   |
| 254.1131.0111.000.000.000 | Licensed Salaries                                 | \$89,309.48    | \$7,442.46    | \$59,990.67    | \$29,318.81   | \$14,884.88 | \$14,433.93    | 16.16%   |
| 254.1131.0112.000.000.000 | Classified Salaries                               | \$9,979.20     | \$1,663.20    | \$16,632.00    | (\$6,652.80)  | \$3,326.40  | (\$9,979.20)   | -100.00% |
| 254.1131.0121.000.000.000 | Substitutes - Licensed                            | \$0.00         | \$745.88      | \$994.51       | (\$994.51)    | \$124.31    | (\$1,118.82)   | 0.00%    |
| 254.1131.0210.000.000.000 | Public Employees Retirement Sy                    | \$21,791.23    | \$2,323.61    | \$18,730.09    | \$3,061.14    | \$4,554.57  | (\$1,493.43)   | -6.85%   |
| 254.1131.0220.000.000.000 | Social Security Administration                    | \$6,276.81     | \$657.59      | \$5,038.72     | \$1,238.09    | \$1,210.57  | \$27.52        | 0.44%    |
| 254.1131.0231.000.000.000 | Worker's Compensation                             | \$771.27       | \$34.06       | \$268.44       | \$502.83      | \$63.01     | \$439.82       | 57.03%   |
| 254.1131.0232.000.000.000 | Unemployment Compensation                         | \$2,133.29     | \$171.92      | \$1,317.29     | \$816.00      | \$316.49    | \$499.51       | 23.42%   |
| 254.1131.0233.000.000.000 | OR Paid Leave                                     | \$341.07       | \$34.38       | \$263.47       | \$77.60       | \$63.30     | \$14.30        | 4.19%    |
| 254.1131.0240.000.000.000 | Contractual Employee Benefits                     | \$12,503.00    | \$1,511.35    | \$12,036.92    | \$466.08      | \$3,025.60  | (\$2,559.52)   | -20.47%  |
| 254.1131.0340.000.000.000 | Travel  | \$6,000.00     | \$0.00        | \$0.00         | \$6,000.00    | \$0.00      | \$6,000.00     | 100.00%  |
| 254.1131.0410.000.000.000 | Consumable Supplies and Materi                    | \$13,832.06    | \$708.75      | \$6,465.57     | \$7,366.49    | \$0.00      | \$7,366.49     | 53.26%   |
|                           | FUNCTION: High School Programs - 1131             | \$162,937.41   | \$15,293.20   | \$121,737.68   | \$41,199.73   | \$27,569.13 | \$13,630.60    | 8.37%    |
| 254.2410.0390.000.000.000 | Other General Professional and                    | \$4,422.19     | \$0.00        | \$3,289.99     | \$1,132.20    | \$0.00      | \$1,132.20     | 25.60%   |
|                           | FUNCTION: Office of the Principal Services - 2410 | \$4,422.19     | \$0.00        | \$3,289.99     | \$1,132.20    | \$0.00      | \$1,132.20     | 25.60%   |
|                           | FUND: CHARTER EQUITY - 254                        | \$0.00         | \$0.00        | \$0.00         | \$0.00        | \$27,569.13 | (\$27,569.13)  | 0.00%    |

**SILETZ VALLEY SCHOOL**

**Board Folder**

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance   
  Include All Encumbrances

| Account Number            | Description                                  | GL Budget     | Range To Date | YTD            | Balance        | Encumbrance | Budget Balance | % Bud  |
|---------------------------|--|---------------|---------------|----------------|----------------|-------------|----------------|--------|
| 255.0000.4300.000.000.000 | Restricted Revenue Direct From               | (\$30,000.00) | (\$7,499.04)  | (\$20,853.24)  | (\$9,146.76)   | \$0.00      | (\$9,146.76)   | 30.49% |
| 255.0000.5400.000.000.000 | Resources - Beginning Fund Bal               | \$0.00        | \$0.00        | \$0.22         | (\$0.22)       | \$0.00      | (\$0.22)       | 0.00%  |
| 255.0000.9104.000.000.000 | Washington Federal Checking                  | \$0.00        | (\$1,336.75)  | (\$108,487.42) | \$108,487.42   | \$0.00      | \$108,487.42   | 0.00%  |
| 255.0000.9105.000.000.000 | Washington Federal Money Marke               | \$0.00        | \$7,499.04    | \$107,150.66   | (\$107,150.66) | \$0.00      | (\$107,150.66) | 0.00%  |
|                           | FUNCTION: UNDESIGNATED - 0000                | (\$30,000.00) | (\$1,336.75)  | (\$22,189.78)  | (\$7,810.22)   | \$0.00      | (\$7,810.22)   | 26.03% |
| 255.1111.0112.000.000.000 | Classified Salaries                          | \$16,462.30   | \$922.63      | \$12,790.14    | \$3,672.16     | \$2,591.07  | \$1,081.09     | 6.57%  |
| 255.1111.0210.000.000.000 | Public Employees Retirement Sy               | \$4,355.41    | \$229.18      | \$3,177.06     | \$1,178.35     | \$667.79    | \$510.56       | 11.72% |
| 255.1111.0220.000.000.000 | Social Security Administration               | \$1,259.37    | \$70.57       | \$923.25       | \$336.12       | \$205.65    | \$130.47       | 10.36% |
| 255.1111.0231.000.000.000 | Worker's Compensation                        | \$155.95      | \$3.38        | \$46.48        | \$109.47       | \$9.34      | \$100.13       | 64.21% |
| 255.1111.0232.000.000.000 | Unemployment Compensation                    | \$436.02      | \$18.45       | \$241.38       | \$194.64       | \$53.78     | \$140.86       | 32.31% |
| 255.1111.0233.000.000.000 | OR Paid Leave                                | \$65.85       | \$3.69        | \$48.26        | \$17.59        | \$10.74     | \$6.85         | 10.40% |
| 255.1111.0240.000.000.000 | Contractual Employee Benefits                | \$4,750.67    | \$0.00        | \$2,249.01     | \$2,501.66     | \$0.00      | \$2,501.66     | 52.66% |
| 255.1111.0242.000.000.000 | CEB/In Lieu of Health Benefits               | \$0.00        | \$88.85       | \$799.64       | (\$799.64)     | \$259.16    | (\$1,058.80)   | 0.00%  |
| 255.1111.0410.000.000.000 | Consumable Supplies and Materi               | \$2,514.43    | \$0.00        | \$1,914.56     | \$599.87       | \$0.00      | \$599.87       | 23.86% |
|                           | FUNCTION: Primary, K-3 - 1111                | \$30,000.00   | \$1,336.75    | \$22,189.78    | \$7,810.22     | \$3,797.53  | \$4,012.69     | 13.38% |
|                           | FUND: 21st Century Afterschool Program - 255 | \$0.00        | \$0.00        | \$0.00         | \$0.00         | \$3,797.53  | (\$3,797.53)   | 0.00%  |

**SILETZ VALLEY SCHOOL**

**Board Folder**

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| Account Number            | Description                            | GL Budget  | Range To Date | YTD        | Balance    | Encumbrance | Budget Balance | % Bud   |
|---------------------------|--|------------|---------------|------------|------------|-------------|----------------|---------|
| 259.0000.3299.000.000.000 | Other Restricted Grants-In-Aid         | (\$692.70) | (\$865.60)    | (\$865.60) | \$172.90   | \$0.00      | \$172.90       | -24.96% |
| 259.0000.9104.000.000.000 | Washington Federal Checking            | \$0.00     | \$865.60      | \$865.60   | (\$865.60) | \$0.00      | (\$865.60)     | 0.00%   |
|                           | FUNCTION: UNDESIGNATED - 0000          | (\$692.70) | \$0.00        | \$0.00     | (\$692.70) | \$0.00      | (\$692.70)     | 100.00% |
| 259.1112.0410.000.000.000 | Consumable Supplies and Materi         | \$692.70   | \$0.00        | \$0.00     | \$692.70   | \$0.00      | \$692.70       | 100.00% |
|                           | FUNCTION: Intermediate Programs - 1112 | \$692.70   | \$0.00        | \$0.00     | \$692.70   | \$0.00      | \$692.70       | 100.00% |
|                           | FUND: EIIS - 259                       | \$0.00     | \$0.00        | \$0.00     | \$0.00     | \$0.00      | \$0.00         | 0.00%   |

# SILETZ VALLEY SCHOOL

## Board Folder

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| Account Number            | Description                           | GL Budget     | Range To Date | YTD            | Balance       | Encumbrance | Budget Balance | % Bud   |
|---------------------------|---------------------------------------|---------------|---------------|----------------|---------------|-------------|----------------|---------|
| 260.0000.3299.000.000.000 | Other Restricted Grants-In-Aid        | (\$25,733.95) | (\$7,918.70)  | (\$18,841.54)  | (\$6,892.41)  | \$0.00      | (\$6,892.41)   | 26.78%  |
| 260.0000.5400.000.000.000 | Resources - Beginning Fund Bal        | \$0.00        | \$0.00        | (\$0.17)       | \$0.17        | \$0.00      | \$0.17         | 0.00%   |
| 260.0000.9104.000.000.000 | Washington Federal Checking           | \$0.00        | (\$4,482.74)  | (\$100,845.50) | \$100,845.50  | \$0.00      | \$100,845.50   | 0.00%   |
| 260.0000.9105.000.000.000 | Washington Federal Money Marke        | \$0.00        | \$0.00        | \$90,565.36    | (\$90,565.36) | \$0.00      | (\$90,565.36)  | 0.00%   |
| 260.0000.9153.000.000.000 | Accounts Receivable                   | \$0.00        | \$7,918.70    | \$7,918.70     | (\$7,918.70)  | \$0.00      | (\$7,918.70)   | 0.00%   |
|                           | FUNCTION: UNDESIGNATED - 0000         | (\$25,733.95) | (\$4,482.74)  | (\$21,203.15)  | (\$4,530.80)  | \$0.00      | (\$4,530.80)   | 17.61%  |
| 260.1111.0111.000.000.000 | Licensed Salaries                     | \$15,537.20   | \$3,712.01    | \$14,835.20    | \$702.00      | \$4,945.07  | (\$4,243.07)   | -27.31% |
| 260.1111.0210.000.000.000 | Public Employees Retirement Sy        | \$4,120.47    | \$568.34      | \$3,685.05     | \$435.42      | \$1,226.73  | (\$791.31)     | -19.20% |
| 260.1111.0220.000.000.000 | Social Security Administration        | \$1,188.60    | \$112.49      | \$929.73       | \$258.87      | \$314.96    | (\$56.09)      | -4.72%  |
| 260.1111.0231.000.000.000 | Worker's Compensation                 | \$146.05      | \$12.31       | \$49.94        | \$96.11       | \$15.14     | \$80.97        | 55.44%  |
| 260.1111.0232.000.000.000 | Unemployment Compensation             | \$403.97      | \$29.32       | \$242.98       | \$160.99      | \$82.35     | \$78.64        | 19.47%  |
| 260.1111.0233.000.000.000 | OR Paid Leave                         | \$34.18       | \$5.85        | \$48.55        | (\$14.37)     | \$16.47     | (\$30.84)      | -90.23% |
| 260.1111.0240.000.000.000 | Contractual Employee Benefits         | \$2,050.76    | (\$766.91)    | \$602.37       | \$1,448.39    | \$418.59    | \$1,029.80     | 50.22%  |
| 260.1111.0242.000.000.000 | CEB/In Lieu of Health Benefits        | \$0.00        | \$809.33      | \$809.33       | (\$809.33)    | \$89.93     | (\$899.26)     | 0.00%   |
| 260.1111.0410.000.000.000 | Consumable Supplies and Materi        | \$1,096.86    | \$0.00        | \$0.00         | \$1,096.86    | \$0.00      | \$1,096.86     | 100.00% |
|                           | FUNCTION: Primary, K-3 - 1111         | \$24,578.09   | \$4,482.74    | \$21,203.15    | \$3,374.94    | \$7,109.24  | (\$3,734.30)   | -15.19% |
| 260.1131.0410.000.000.000 | Consumable Supplies and Materi        | \$1,155.86    | \$0.00        | \$0.00         | \$1,155.86    | \$0.00      | \$1,155.86     | 100.00% |
|                           | FUNCTION: High School Programs - 1131 | \$1,155.86    | \$0.00        | \$0.00         | \$1,155.86    | \$0.00      | \$1,155.86     | 100.00% |
|                           | FUND: CSI/TSI - 260                   | \$0.00        | \$0.00        | \$0.00         | \$0.00        | \$7,109.24  | (\$7,109.24)   | 0.00%   |

**SILETZ VALLEY SCHOOL**

**Board Folder**

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

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| Account Number            | Description                    | GL Budget     | Range To Date | YTD           | Balance       | Encumbrance | Budget Balance | % Bud   |
|---------------------------|--------------------------------|---------------|---------------|---------------|---------------|-------------|----------------|---------|
| 261.0000.3299.000.000.000 | Other Restricted Grants-In-Aid | (\$61,481.10) | \$0.00        | (\$45,266.37) | (\$16,214.73) | \$0.00      | (\$16,214.73)  | 26.37%  |
| 261.0000.9104.000.000.000 | Washington Federal Checking    | \$0.00        | (\$2,622.94)  | \$23,047.70   | (\$23,047.70) | \$0.00      | (\$23,047.70)  | 0.00%   |
|                           | FUNCTION: UNDESIGNATED - 0000  | (\$61,481.10) | (\$2,622.94)  | (\$22,218.67) | (\$39,262.43) | \$0.00      | (\$39,262.43)  | 63.86%  |
| 261.1111.0112.000.000.000 | Classified Salaries            | \$20,716.08   | \$1,778.51    | \$14,334.62   | \$6,381.46    | \$5,499.03  | \$882.43       | 4.26%   |
| 261.1111.0210.000.000.000 | Public Employees Retirement Sy | \$5,493.90    | \$441.77      | \$3,602.43    | \$1,891.47    | \$1,370.26  | \$521.21       | 9.49%   |
| 261.1111.0220.000.000.000 | Social Security Administration | \$1,584.78    | \$136.05      | \$1,109.44    | \$475.34      | \$422.03    | \$53.31        | 3.36%   |
| 261.1111.0231.000.000.000 | Worker's Compensation          | \$194.73      | \$6.74        | \$53.40       | \$141.33      | \$19.08     | \$122.25       | 62.78%  |
| 261.1111.0232.000.000.000 | Unemployment Compensation      | \$538.62      | \$35.56       | \$290.06      | \$248.56      | \$110.31    | \$138.25       | 25.67%  |
| 261.1111.0233.000.000.000 | OR Paid Leave                  | \$82.86       | \$7.10        | \$58.02       | \$24.84       | \$22.07     | \$2.77         | 3.34%   |
| 261.1111.0240.000.000.000 | Contractual Employee Benefits  | \$5,742.13    | \$31.16       | \$340.61      | \$5,401.52    | \$105.79    | \$5,295.73     | 92.23%  |
| 261.1111.0242.000.000.000 | CEB/In Lieu of Health Benefits | \$0.00        | \$110.05      | \$878.09      | (\$878.09)    | \$96.99     | (\$975.08)     | 0.00%   |
| 261.1111.0312.000.000.000 | Instructional Programs Improve | \$24,300.00   | \$76.00       | \$1,552.00    | \$22,748.00   | \$0.00      | \$22,748.00    | 93.61%  |
| 261.1111.0410.000.000.000 | Consumable Supplies and Materi | \$2,828.00    | \$0.00        | \$0.00        | \$2,828.00    | \$0.00      | \$2,828.00     | 100.00% |
|                           | FUNCTION: Primary, K-3 - 1111  | \$61,481.10   | \$2,622.94    | \$22,218.67   | \$39,262.43   | \$7,645.56  | \$31,616.87    | 51.43%  |
|                           | FUND: EARLY LITERACY - 261     | \$0.00        | \$0.00        | \$0.00        | \$0.00        | \$7,645.56  | (\$7,645.56)   | 0.00%   |

# SILETZ VALLEY SCHOOL

## Board Folder

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| Account Number            | Description                    | GL Budget | Range To Date | YTD       | Balance   | Encumbrance | Budget    | Balance % Bud |
|---------------------------|--------------------------------|-----------|---------------|-----------|-----------|-------------|-----------|---------------|
| 262.0000.5400.000.000.000 | Resources - Beginning Fund Bal | \$0.00    | \$0.00        | \$47.59   | (\$47.59) | \$0.00      | (\$47.59) | 0.00%         |
| 262.0000.9104.000.000.000 | Washington Federal Checking    | \$0.00    | \$0.00        | (\$47.59) | \$47.59   | \$0.00      | \$47.59   | 0.00%         |
|                           | FUNCTION: UNDESIGNATED - 0000  | \$0.00    | \$0.00        | \$0.00    | \$0.00    | \$0.00      | \$0.00    | 0.00%         |
|                           | FUND: SUMMER LEARNING - 262    | \$0.00    | \$0.00        | \$0.00    | \$0.00    | \$0.00      | \$0.00    | 0.00%         |

# SILETZ VALLEY SCHOOL

## Board Folder

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| Account Number            | Description                            | GL Budget    | Range To Date | YTD          | Balance      | Encumbrance | Budget Balance | % Bud  |
|---------------------------|--|--------------|---------------|--------------|--------------|-------------|----------------|--------|
| 264.0000.3299.000.000.000 | Other Restricted Grants-In-Aid         | (\$6,909.00) | \$0.00        | (\$5,880.00) | (\$1,029.00) | \$0.00      | (\$1,029.00)   | 14.89% |
| 264.0000.9104.000.000.000 | Washington Federal Checking            | \$0.00       | \$0.00        | (\$5,880.00) | \$5,880.00   | \$0.00      | \$5,880.00     | 0.00%  |
| 264.0000.9105.000.000.000 | Washington Federal Money Marke         | \$0.00       | \$5,880.00    | \$5,880.00   | (\$5,880.00) | \$0.00      | (\$5,880.00)   | 0.00%  |
| 264.0000.9153.000.000.000 | Accounts Receivable                    | \$0.00       | (\$5,880.00)  | \$0.00       | \$0.00       | \$0.00      | \$0.00         | 0.00%  |
|                           | FUNCTION: UNDESIGNATED - 0000          | (\$6,909.00) | \$0.00        | (\$5,880.00) | (\$1,029.00) | \$0.00      | (\$1,029.00)   | 14.89% |
| 264.1111.0420.000.000.000 | Textbooks                              | \$6,909.00   | \$0.00        | \$5,880.00   | \$1,029.00   | \$0.00      | \$1,029.00     | 14.89% |
|                           | FUNCTION: Primary, K-3 - 1111          | \$6,909.00   | \$0.00        | \$5,880.00   | \$1,029.00   | \$0.00      | \$1,029.00     | 14.89% |
|                           | FUND: High Dosage Tutoring Grant - 264 | \$0.00       | \$0.00        | \$0.00       | \$0.00       | \$0.00      | \$0.00         | 0.00%  |

**SILETZ VALLEY SCHOOL**

**Board Folder**

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| Account Number      | Description | GL Budget | Range To Date | YTD    | Balance | Encumbrance  | Budget Balance | % Bud |
|---------------------|-------------|-----------|---------------|--------|---------|--------------|----------------|-------|
| <b>Grand Total:</b> |             | \$0.00    | \$0.00        | \$0.00 | \$0.00  | \$707,218.34 | (\$707,218.34) | 0.00% |

**End of Report**

**SILETZ VALLEY SCHOOLS  
SPECIAL BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** INFORMATION ITEM

**TOPIC:** APRIL 30 LCSD COMPLIANCE LETTER UPDATE

**PREPARED BY:** DEBRA BARNES

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

---

**DESCRIPTION OF AGENDA ITEM:**

Updates of April 30 LCSD Compliance Letter

**RECOMMENDATION:**

Discussion

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No



**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** APRIL CHECKS AND DEPOSITS

**TOPIC:** CHECKS AND DEPOSITS

**PREPARED BY:** CHRISTINA BUSHNELL

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

**DESCRIPTION OF AGENDA ITEM:**

**SVS Checking Account**

Check numbers & deposits that were processed from April 1 through April 30, 2026.

Check numbers 5071-5098 (28 AP checks) and 7289-7295 (7 payroll checks) for a total of \$59,628.66

29 Payroll direct deposit for a total of \$89,784.60

Employer paid payroll expenses total of \$66,988.71

**SVS Checking Account Deposits**

2 Deposits #155-156 for a total of \$328,693.04

2 Transfers from SVS Money Market to Checking in the amount of \$300,000.00

**SVS MM Account**

3 Deposits #193-195 for a total of \$136,925.89

**RECOMMENDATION:**

Need to be acknowledge in minutes

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No

**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ACTION ITEM

**TOPIC:** PERSONNEL CHANGE(S)

**PREPARED BY:** CHRISTINA BUSHNELL

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

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**DESCRIPTION OF AGENDA ITEM:**

|                                 |
|---------------------------------|
| Approval of Personnel Change(s) |
|---------------------------------|

**RECOMMENDATION:**

|         |
|---------|
| Approve |
|---------|

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No



**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ACTION ITEMS

**TOPIC:** APPROVAL OF OUT OF COUNTY FIELD TRIP

**PREPARED BY:** DANIELLE WELCH

**WILL BE PRESENTED BY:** SUSAN REED (SENIOR PARENT)

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

---

**DESCRIPTION OF AGENDA ITEM:**

Approval of out of county field trips:  
6/6-6/7/26-Grad Night Trip; Dave & Busters-Clackamas, OR and Wild Waves-Federal Way, WA

**RECOMMENDATION:**

Approve

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No





# Field Trip Request Form

2025-2026

Date Submitted: 5/14/26 Submitted by: Susan Reed

All activities must be pre-approved by the Superintendent two weeks prior to the start date. Out of county and/or overnight trips require board approval one month prior to field trip.

Check all that apply:

Walking Trip  Local Area (Lincoln County)  Out of County  Overnight  Other

If other, please explain: \_\_\_\_\_

Name and location Dave a Busters, Clackamas, OR Date and purpose of field trip: Sat. 6/6/26 - 6/7/26

Times 5:00 pm to 11:30 pm (6/7/26) Wild Waves Fed Federal way, WA Grad Night Event

Staff member in charge: Bella Kent Student Grade(s) Graduated Seniors Student list attached Yes  No

Is there a fee involved? Yes  No  Cost per person \$ \_\_\_\_\_ Total Trip Cost including transportation \$ \_\_\_\_\_

How is the field trip funded? Fundraiser  General Funds  Smile Funds  Other Funds  Culinary   
 Indian Education  Cash Advance  Reimbursement  Credit Card

Is transportation involved? Yes  No  Private Vehicle  Type 20 Bus  vans? 1st Student Bus

Does transportation need to be scheduled? Yes  No  (two weeks notice required)

How is transportation paid for? General Funds  Smile Funds  Other Funds  Indian Education

All chaperone approval is required in advance.

| Number of Staff | Number of Chaperones | Total Number of Adults | Number of Students | Number of Lunches |
|-----------------|----------------------|------------------------|--------------------|-------------------|
| <u>2</u>        | <u>3</u>             |                        | <u>216</u>         |                   |

Chaperone Name(s): \_\_\_\_\_

Number of Student(s) requiring medications \_\_\_\_\_ (See Health Assistant 24 Hours before trip)

Susan Reed 5/14/26  
 Staff Member in Charge Grad Night Date  
parent comm.

\_\_\_\_\_  
 Business Manager Date

D. Barnes 5/27/26  
 Superintendent Approval Date

\_\_\_\_\_  
 Kitchen Director Date

[Signature] 5-26-26  
 School Nurse Assistant Date

[Signature] 5/20/26  
 Transportation/Bus Scheduled Date



**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ACTION ITEM

**TOPIC:** APPROVE SVS MS/EL PLAN

**PREPARED BY:** DEBRA BARNES

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

---

**DESCRIPTION OF AGENDA ITEM:**

Approve SVS MS/EL Plan

**RECOMMENDATION:**

Approve

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No





# ML/EL DISTRICT PLAN

## SILETZ VALLEY SCHOOL



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## INTRODUCTION

The Oregon Department of Education defines education equity as the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, educational rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

As the number of English Learners (EL) in Oregon continues to rise, so too does their proportion within the overall student population. Over the past decade, various efforts across Oregon have focused on promoting equitable practices to provide better opportunities for students of color and multilingual learners. However, these efforts have often been fragmented, compliance-driven, and lacking the cohesive focus required for real impact. Persistent opportunity and achievement gaps in academic performance, high school graduation, and other areas underscore the need for a more aligned and sustained effort.

Communities across the state are calling for action, and we must heed that call by designing a more unified, research-driven approach to supporting EL students. The Multilingual Learner/English Learner District Plan (ML/EL District Plan) is designed to guide districts in developing a comprehensive plan that is evidence-based, aligned with the needs and priorities of Oregon's Multilingual Learners Strategic Plan and the EL Outcomes Program, and meets state and federal requirements for serving multilingual learners.

## BACKGROUND

ML/EL District Plans provide evidence of compliance with OAR 581-23-100 (3)(c)(b)(4), which charges districts with the development of programs for English Learners (ELs) that meet basic U.S. Department of Education, Office for Civil Rights guidelines. ML/EL district plans address the components required by *Lau v. Nichols (1974)*. This plan template incorporates guidance provided by the U.S. Department of Education, Office for Civil Rights and provides an opportunity to comprehensively align the articulation of basic programmatic requirements for serving students who are entitled to English Language Development support to access the general education provided, as well as the systemic improvements that are needed to evolve programs to better meet the needs of the students they intend to serve .

This plan template guides districts to describe how they meet the needs of multilingual/English learners in seven key areas:

1. Identification of Multilingual English learners
2. Instructional programming and staffing
3. Assessment and progress monitoring for current students

4. Monitoring exited students
5. Equitable program access
6. Family engagement and communication
7. Program evaluation

These plans enact the state's vision that all adults share the responsibility of contributing to educational systems that ensure multilingual students designated as English learners are valued for the rich and diverse lived experiences, languages, heritage, and cultural knowledge they carry for current and future generations, supporting all Oregon students to graduate from high school with the Oregon Seal of Biliteracy/Multiliteracy and to be college and career ready.

To reach this vision, our mission is to transform Oregon's education system, ensuring that all multilingual learners experience culturally and linguistically responsive and affirming learning environments, rigorous instructional programming, and pathways that equip them to pursue their current and postsecondary visions of success.

## EL OUTCOMES PROGRAM (HB 3499)

The EL Outcomes Program was established through the passing of House Bill 3499 in 2015. House Bill 3499 directed the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Language Learners who are in the K-12 education system. The program addresses disparities experienced by Multilingual and English Language Learners, historical practices leading to disproportionate outcomes for students, and the educational needs of the students from K-12 education by examining culturally appropriate best practices in this state and across the nation.

Districts are identified and onboarded into an EL Outcomes Program cohort every four years based on a set of 14 Indicators within the EL District Data Profiles among other factors. Each district that is identified is notified by the EL Outcomes Program team of their designation and receives support throughout the duration of their four-year designation.

The law under ORS 336.079(5)(e) stipulates that if a school district does not meet expected growth and expected benchmarks for student progress indicators, the Agency will direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years.

ODE provides culturally responsive support and interventions to those identified as Transformation and Target Districts. Transformation and Target Districts receive the following:

- ODE Education Program Specialist supports
- A comprehensive needs assessment process, root cause analysis, systemic intervention identification, and action plan and budget development with support from ODE
- Improvement planning and monitoring, using state and local data
- Fiscal support for improvement plan activities

- Funding for the improvement and implementation of systems and structures towards supporting ML/EL students. The funding distribution model assigns a specific dollar amount annually to each identified Transformation and Target district. Allocations are based on a weighted funding formula.
- Participation in a Community of Practice

The ML/EL District Plan template guides districts to conduct an evaluation of their local programs and is evidence-based. ODE uses components of ML/EL district plans to conduct a comprehensive needs assessment with districts identified for improvement to identify the root causes impacting student performance, program quality, and effectiveness, as required by state rule (see [OAR 581-020-0615](#) and [OAR 581-020-0613](#)). The completion of a comprehensive needs assessment of a district's EL program is one of the initial steps in the onboarding process of the program.

In addition to the initial comprehensive needs assessment, the onboarding process includes a root cause analysis, culturally and linguistically responsive community engagement review of data, and selection of priority indicators and systemic intervention categories.

Taken together, these activities form the basis for the planning and implementation of the district's EL Outcomes Program Action Plan and Budget. There will be an in-depth overview of all tasks and processes as well as scheduled check-ins along the way to support identified districts as they complete the plan.

## ORGANIZATION OF THE TEMPLATE

This template provides a framework for districts as they develop their new or revised local EL plans. The first section, District Assurances, provides an opportunity for districts to affirm compliance with state and federal requirements, and to request support from ODE as needed.

The second section of the ML/EL District Plan guides districts to describe their practices in each key area and incorporates inquiry stems employed by the EL Outcomes Program to gather perspective and information that will aid in root cause analysis and systemic interventions identification to develop local action plans. Information about the legal requirements and guidance from the state's Multilingual Learners Strategic Plan is incorporated throughout, as well as relevant resources and tools to support districts with their plan development.

## VOICE ACCESS SLEEP

The district assurances are included as a check box instead of the district providing a written narrative. These items address systems that districts typically have in place. Select “Yes” if the district is addressing this activity or “ODE support requested” if the district would appreciate support with this item. The “ODE support requested” response will assist ODE staff in partnering with each district with their instructional program implementation.

### SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

| District Assurances required, check all that apply   | Yes | ODE Support Requested |
|--|-----|-----------------------|
| Oregon Language Use Surveys are administered to all incoming students upon registration.   | X   |                       |
| ELPA screeners are administered to students within 30 calendar days of enrollment <u>at the beginning of the school year</u> , or 14 calendar days once the school year has begun.   | X   |                       |
| Parent Notification letters are provided to students’ families within 30 calendar days of enrollment.  | X   |                       |
| Parent Notification letters include all federally required elements, including the language instructional program their child will be participating in and the rights of the parent/guardian to decline to enroll their child in the program. ( <u>ESSA Title I, Section 1112(e)(3)(A)</u> ) | X   |                       |

### SECTION 2: INSTRUCTIONAL PROGRAMMING AND STAFFING

| District Assurances required, check all that apply  | Yes | ODE Support Requested |
|---|-----|-----------------------|
| All students <u>are assigned to</u> both a core-content program and a language <u>instruction</u> service model.  | X   |                       |
| The language proficiency of each student is considered when determining which language service model the <u>district will</u> provide the student.  | X   |                       |
| All teachers have a valid Oregon teaching license and ESOL (English to Speakers of Other Languages) endorsement (if required for the position by the Teachers Standards and Practices Commission (TSPC)). | X   |                       |

|  |   |  |
|--|---|--|
| All teachers in the EL instructional program without an ESOL endorsement have had training in instructional methods proven effective with EL students. These teachers do not <u>provide EL instruction</u> more than the Teachers Standards and Practices Commission (TSPC) <u>permitted instructional</u> hours by staff without an ESOL endorsement. | X |  |
| All teachers in the EL instructional program are fluent in English and any other language used for instruction, including having written and oral communication skills.  | X |  |

### SECTION 3. ASSESSMENT AND PROGRESS MONITORING FOR CURRENT STUDENTS

| District Assurances required, check all that apply  | Yes | ODE Support Requested |
|---|-----|-----------------------|
| Parents/guardians are provided ELPA and state content test results in languages they can understand.  | X   |                       |
| Parents/guardians are notified of the testing schedule before the assessments start.  | X   |                       |
| District staff process "opt-outs" (for ELA/Math state assessments) and parent/guardian requests for exemption (for ELPA/Science assessments) in a manner consistent with Oregon's <u>Test Administration Manual</u> . | X   |                       |
| The district uses the Oregon Department of Education (ODE) provided Test Administration Manuals and Training Materials.   | X   |                       |
| Oregon state assessments (ELPA, ELA, Math, Science, etc...) are administered by trained staff.  | X   |                       |
| Domain exemptions are available to students with an IEP or 504 plans as assessment accommodation where domain exemptions are appropriate.   | X   |                       |
| Alt ELPA is available to students with significant cognitive disabilities.  | X   |                       |
| Test administrator assurance forms are stored annually in a secure environment. These forms are located on the <u>Assessment Administration page</u> .  | X   |                       |
| A district test coordinator inputs and monitors assessment accommodations/modifications/domain exemption coding in the Test Information Distribution Engine (TIDE).   | X   |                       |

#### SECTION 4. MONITORING EXITED STUDENTS

| District Assurances required, check all that apply  | Yes | ODE Support Requested |
|---|-----|-----------------------|
| Parents/guardians must be informed of the desire to return a monitored EL/ML student to the EL Instructional program, and they must agree to this return to the EL instructional program. | X   |                       |
| Students that score proficient on ELPA (English Language Proficiency Assessment) summative are excluded from the EL instructional program.  | X   |                       |
| District staff monitor the implementation of the district monitoring processes (exited and waiver students) to ensure that student progress is routinely reviewed.                        | X   |                       |
| District provides instructional interventions for monitored ELs and ELs with parent/guardian waivers if needed  | X   |                       |

#### SECTION 5. EQUITABLE PROGRAM ACCESS

| District Assurances required, check all that apply   | Yes | ODE Support Requested |
|--|-----|-----------------------|
| When an EL is suspected of having a disability, the disability evaluation is administered within required timelines once required notices have been provided and parental consent has been obtained. | X   |                       |
| The reason for the disability evaluation is based on the student's suspected disability and need for disability related services, and not on the student's ELP.                                      | X   |                       |
| The evaluation uses appropriate methods to measure the student's abilities and not the student's English language proficiency.   | X   |                       |
| The district reviews the student's language abilities in both English and the primary home language to provide evaluations whose results would be beneficial to instructional decisions.             | X   |                       |
| The IEP or Section 504 team include participants who have knowledge of:<br>the student's language needs,<br>training in special education,<br>training in appropriate related services, and          | X   |                       |

|   |   |  |
|---|---|--|
| professionals with training in second language acquisition or EL instructional services.  |   |  |
| The parents/guardians have been invited to participate in the planning process (of their student's IEP) and informed of their rights, in a language they understand.  | X |  |
| A trained interpreter (including sign language if appropriate) and translated documents have been made available for parents/guardians when required (e.g., parent/guardian notices under Individuals with Disabilities Education Act (IDEA), or when determined necessary to ensure effective communication. | X |  |
| The IEP or Section 504 plan outlines when and by whom the accommodations, modifications, and supports in the IEP or Section 504 plan will be provided.  | X |  |
| There is a formal plan to monitor the progress of ELs with disabilities regarding language and disability-based goals.  | X |  |
| The student's general education teachers and related service providers have been made aware of the IEP or Section 504 services for the EL.  | X |  |
| All students with EL status have equitable access to CTE (Career and Technical Education)/ advanced coursework (including but not limited to IB/AP).  | X |  |
| All students with EL status have equitable access to TAG/ Title I-A/Magnet schools/bilingual programs as available in district schools.   | X |  |

## SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION

| District Assurances required, check all that apply  | Yes | ODE Support Requested |
|---|-----|-----------------------|
| The district provides parents/guardians school-related information they need in order to make informed decisions about their children's education (language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation, etc...) in languages the parents/guardians can understand. | X   |                       |
| The district has a process for determining,<br>(1) if parents and guardians need language assistance and<br>(2) the primary language of parents/guardians.  | X   |                       |

|   |   |  |
|---|---|--|
| The district provides language assistance to parents/guardians with appropriate, competent staff or appropriate and competent outside resources.  | X |  |
| The district:<br>Does not use students, siblings, friends, minors, and untrained staff members as qualified translators or interpreters, even if they are bilingual.<br><br>All interpreters and translators, including staff acting in this capacity, are: <ul style="list-style-type: none"> <li>● proficient in the target languages;</li> <li>● have knowledge of specialized terms or concepts in both languages;</li> <li>● are trained in the role of an interpreter or translator,</li> <li>● the ethics of interpreting and translating,</li> <li>● the need to maintain confidentiality.</li> </ul> | X |  |
| The district provides the <u>Oregon Language Use</u> survey in languages parents/guardians can understand.  | X |  |

## SECTION 7. PROGRAM EVALUATION

| District Assurances required, check all that apply  | Yes | ODE Support Requested |
|---|-----|-----------------------|
| The district understands and is compliant with annual evaluations of the implementation of its ML/EL instructional program.   | X   |                       |
| The district annually reviews its identification process and has addressed any identified concerns related to its implementation.   |     | In process            |
| The district annually reviews the EL exiting process and addresses any concerns related to its implementation.  |     | In process            |
| The district annually reviews its monitoring process for exited and waived ELs to ensure that the district has followed its monitoring processes.   |     | In process            |
| The district has addressed any identified concerns related to the implementation of the process.  |     |                       |
| The district annually reviews its staffing for the ML/EL instructional program to determine:<br><br>Language diversity of the students and the number of staff supporting the language diversity. | X   |                       |

|   |   |  |
|---|---|--|
| <p>Ethnic diversity of the students and number of staff with similar ethnic diversity.</p> <p>Bilingual abilities of the staff.</p> <p>The district has addressed any identified needs.</p>   |   |  |
| <p><b>The district annually reviews its instructional materials for the ML/EL instructional program to determine:</b></p> <p>Instructional materials support ethnic diversity of enrolled students.</p> <p>Multicultural instructional materials are available for all content areas.</p> <p>Instructional materials are supportive of multilingual diverse cultures and communities.</p> <p>The district has addressed any identified needs.</p>                 | X |  |
| <p>The district annually reviews the ML/EL student population and determined any changes in instructional needs due to:</p> <ul style="list-style-type: none"> <li>● Recent arrivers (including refugees, unaccompanied, etc.)</li> <li>● Long Time ELs</li> <li>● ELs with IEPs (Individual Educational Plan)</li> <li>● Increase/decrease in populations</li> <li>● Language diversity</li> <li>● Ethnic diversity</li> <li>● Other identified needs</li> </ul> | X |  |
| <p>The district annually reviews the participation of ML/EL parents in school/district decision making groups and the practices used to recruit parents to be involved in these groups.</p> <p>The district has addressed any identified needs.</p>   | X |  |
| <p>The district annually compares the percentage of students with ML/EL status having IEPs (Individual Educational Plan) as compared to Never ELs having IEPs (Individual Educational Plan).</p>  | X |  |
| <p>The district annually compares the percentage of students with ML/EL status also having TAG (Talented and Gifted) status to Never ELs having TAG (Talented and Gifted) status.</p>   | X |  |
| <p>The district annually compares the outcome data of ELs (including monitored ELs) progress on state content assessments (ELA/Math) compared to the data of Never ELs.</p>   | X |  |

|   |   |                        |
|---|---|------------------------|
| The district annually reviews the outcome data (OTELP) of ELs progress in learning English.   | X |                        |
| The district annually compares the outcome data of former ELs (monitor and post-monitor) progress on state content assessments (ELA/Math) compared to the data of Never ELs.  |   | not enough EL students |
| The district annually compares attendance rates for ELs and compares these rates to Never ELs.  |   | not enough EL students |
| The district annually compares discipline data for ELs and Never ELs.   |   | not enough EL students |
| The district shares the above data reviews with educators (including EL specialists, classroom teachers, special education specialists, counselors, building level administrators, district level administrators, and school board members) annually. | X |                        |

# ML/EL DISTRICT PLAN

## SECTION 1. IDENTIFICATION OF MULTILINGUAL ENGLISH LEARNERS

### Legal Requirements and Guidance for Identification of English Learners

- States must have a standard EL identification process across all LEAs (local education agencies). (ESSA Sec. 3113(b)(2))
- School districts must have procedures in place to accurately and timely identify students whose primary home language is other than English and determine if the student qualifies as an EL through a valid and reliable assessment (Dear Colleague Letter, Jan 2015).
- School districts must administer the ELPA identification screener to all qualifying students as identified by the required Oregon Language Use Survey. (ESSA Title III – statewide identification – ESSA 3111 (2) (A))
- ELPA identification screener must be administered by a trained staff member (OAR Test Administration Manual).
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand (ESSA Title I, Section 1112(e)(3)(A)).

### District Plan for Identification of English Learners

1. Describe the district’s process for identifying the language backgrounds of students arriving in your school/district, including administration of the Language Use Survey.

Our district uses the approved ODE Language Use Survey as part of the online student registration process. All families are presented with the Language Use Survey during initial enrollment, which includes the required language background questions, including Question 4 about language preference. Chromebooks are available at school sites for families needing support with online registration. This survey alerts SVS to incoming ELD students.

2. Identify the district staff responsible for working with families to complete the Language Use Survey.
  - District licensed/certified professional (for example, English learner program coordinator, bilingual specialist)
  - District support staff (for example, secretary, school enrollment/registration personnel)
  - School licensed/certified professional (for example, Principal, Title coordinator)
  - School support staff (for example, secretary, parent/community liaison, paraprofessional). Parents/guardians complete the form independently (for

example, the district provides a link to an online home language survey and parents/guardians complete it at home)

Other (specify) \_\_\_\_\_

3. How are families informed about the English Learner identification process, including the purpose and use of the Oregon LUS?

A multitiered communication system is in place to assure families have clarity on the process and the outcomes of the assessments administered.

Our system has a welcome center which guides families through the process, using interpreters as necessary for clear communication throughout the process. Families are notified in writing if a written translation is not provided. An oral interpretation is made available whenever needed.

- ELPA screening results and program eligibility (including waiver options) is communicated to families via a letter, interpreters are available via phone for questions and clarifications

Other: \_\_\_\_\_

4. Identify how the Oregon Language Use Survey (LUS) is administered.

- Paper survey (including a form downloaded from district website)  
 Online survey via computer, tablet, or another electronic device  
 Verbal survey administration for all families  
 Verbal survey administration for select families (for example, low literacy, non-English speaking, disability) or if requested

Other (specify) \_\_\_\_\_

5. Describe the district's process for reviewing the Oregon Language Use Survey (LUS) information and ensuring that all students are screened in accordance with the federal time requirements within 30 days of enrollment.

The Principal and Title Coordinator receive daily emails from our Student Information System (Synergy) containing all newly submitted Language Use Surveys. If a student is new to U.S. schools and the Language Use Survey indicates a language other than English, staff will refer to the ODE-approved Language Use Survey Rubric to determine if ELPA screening is necessary. If clarification is needed, staff will consult with ODE.

For students not new to U.S. schools, ELD staff gather additional information, such as records reviews, contact with previous schools, SIS number lookups, and/or parent phone calls, before determining the need for screening.

To ensure compliance with the 30-day federal requirement, the district uses two automated features in Synergy:

- Daily emails to Principal and Title Coordinator with new registrations and Language Use Survey data.
- On-screen flags in Synergy that notify ELD teachers of in-district transfers who may need follow-up.

These systems, along with coordination between staff, help ensure all eligible students are screened in a timely and consistent manner.

6. Describe the district's process for screening and recording results of the screener in the district's student record system.

At the start of each year, staff are trained to administer the ELPA Screener. Students who are eligible based on the Language Use Survey are screened within 30 calendar days of enrollment at the beginning of the school year and within 10 school days for mid-year enrollments.

Trained leadership are responsible for:

- Administering the ELPA Screener
- Downloading and revising the students' results
- Recording screener outcomes in Synergy, the district's information system
- Creating and maintaining the student's EL file, where screening documentation is securely stored

7. Describe how district staff are trained on the purpose and uses of the Oregon Language Use Survey and ELPA screener. [required, open-ended response]

Each year, during ELPA Screener training, ELD staff receive guidance on the purpose and appropriate use of the Oregon Language Use Survey (LUS) and the approved LUS Rubric. This includes how to interpret responses and determine screener eligibility. Throughout the year, as new students enroll, ELD staff collaborate to review individual LUS responses and apply the rubric, reinforcing their understanding through ongoing, real-time application and support.

8. Are there schools with at least 15 or more students in a particular grade K-5 who qualify for English Learner services who speak the same home language that could be potential sites for new dual language programs? If so, please describe below.

n/a

9. Describe the district's process for enrolling students with disabilities (or suspected disabilities) when the ELPA (English Language Proficiency Assessment) screener may not be accessible. (EL data collection code 2-J)

When a student with a confirmed or suspected disability is unable to access the ELPA screener, the district uses the "Potential EL" designation, pending further determination. This process involves collaboration between the student's family, the leadership team, and the Special Education team.

During the period, the student is identified as a potential English Learner (Code 2 J). Staff work together to build an understanding of the student's needs and determine appropriate accommodation of domain exemptions, based on existing ODE guidance, to support equitable assessment access.

Once evaluated, the student's designation is updated with parent input, and the necessary supports are implemented either through continued screening with accommodations, domain exemptions, or formal identification as an English Learner if appropriate.

### **Resources for Identification of English Learners**

- See ESSA Section 1112(e)(3)(A)
- See ESSA Section 3113(b)(2)
- Mesoamerican Language Guidance

## **SECTION 2. INSTRUCTIONAL PROGRAMMING AND STAFFING**

### **Legal Requirements and Guidance for High Quality Instructional Programming**

- School districts must provide EL students with effective Language Instruction Education Programs (LIEPs). Dear Colleague Letter, OAR 581-023-0100(4)OAR 581-023-0100(4)
- LIEPs must ensure EL students access grade-level academic standards or core content area courses ESSA Title III 3102
- Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities. Oregon Multilingual Learner Strategic Plan – Priority area 2, Goal 2
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. Oregon Multilingual Learner Strategic Plan – Priority 2, Goal 4.
- Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners. Oregon Multilingual Learner Strategic Plan – Priority 4, Goal 1. Section 3: Assessment and Progress Monitoring

- Districts must ensure that it is providing appropriate licensed staff, instructional materials, supplies and materials to support their EL instructional program under the OAR 581-023-0100 (4).
- Districts must address the Title III purposes under ESSA SEC. 3102.Title III [20 U.S.C. 6812] with regard to implementation of the EL instructional program and professional learning.
- Districts must ensure that their instructional program is supported by educators whose licenses and endorsements meet these TSPC OARs. OAR 584-220-0075 English to Speakers of Other Languages Endorsement Requirement and OAR 584-210-0160 (2) (a) Teaching assignments that exceed 10 hours per week in one subject-matter area without the appropriate subject-matter endorsement. – Endorsement Requirement
- Districts are required under ESSA SEC. 3116 Title III. [20 U.S.C. 6826] to ensure that all educators in any language instruction education program are fluent in English and any other language used in instruction. Fluent refers to both oral and written communication.
- Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners. Oregon Multilingual Learner Strategic Plan - Priority 3, Goal 1
- In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners. Oregon Multilingual Statewide Strategic Plan - Priority 3, Goal 3

### District Plan

After reviewing your district's most recent data for ELA/Math/Graduation Rate/OTELP, determine your district's educational goals for multilingual ELs. Format each goal as a SMART goal (Specific, Measurable, Attainable, Realistic, and Timely).

#### Elementary K-5 (required all districts)

| Language Proficiency Goal  | Core Content Goals (ELA, Math, etc.)   |
|--|--|
| All identified ELs will demonstrate language acquisition growth by improving language level on at least one domain (speaking, reading, writing, or listening) of the ELPA summative assessment annually. | Using STAR data three times per year, students will make progress throughout the year. |

#### Middle 6-8 (required all districts)

| Language Proficiency Goal | Core Content Goals (ELA, Math, etc.) |
|---------------------------|--------------------------------------|
|---------------------------|--------------------------------------|

|  |  |
|--|--|
| All Identified ELLs will progress in at least one domain per year. | Using STAR data three times per year, students will make progress throughout the year. |
|--|--|

**High 9-12 (required by all districts with High Schools)**

| Language Proficiency Goal  | Core Content Goals (ELA, Math, etc.)   | Graduation Goal  |
|--|--|--|
| All Identified ELLs will progress in at least one domain per year. | Using STAR data three times per year, students will make progress throughout the year. | Our goal is that all students will graduate within their allotted timeframe. |

**Newcomer 6-8 (if applicable)**

| Language Proficiency Goal | Core Content Goals (ELA, Math, etc.) |
|---------------------------|--------------------------------------|
| n/a                       | n/a                                  |

**Newcomer 9-12 (if applicable)**

| Language Proficiency Goal | Core Content Goals (ELA, Math, etc.) | Graduation Goal |
|---------------------------|--------------------------------------|-----------------|
| n/a                       | n/a                                  | n/a             |

Students with IEPs (Individual Educational Plan) (if applicable)

| Language Proficiency Goal | Core Content Goals (ELA, Math, etc.) | Graduation Goal |
|---------------------------|--------------------------------------|-----------------|
| n/a                       | n/a                                  | n/a             |

Districts identified for the EL Outcomes Program will receive support from ODE staff to develop a set of complementary high-impact goals that will guide the strategic planning for implementation of systemic interventions over the next four years of identification. For these districts, goals must reflect indicator areas where the district was identified from the EL Outcomes Data Profiles.

*From the district Data Profile, identify and list the elementary and secondary grade indicators that are below the Notable Progress level and their level: limited or some progress.*

District Data Profile and Longitudinal Data Profile

EL Outcomes Program Indicators

| Elementary Indicators   | Secondary Indicators   |
|---|--|
| <p><u>OTELP</u>: 53.4 Limited Progress<br/> <u>Regular Attendance</u>: 65.8 Some Progress<br/> <u>ELA Achievement</u>: 15.2 Limited Progress<br/> <u>Math Achievement</u>: 9.3 Limited Progress</p> | <p><u>OTELP</u>: 33.2 Some Progress<br/> <u>Regular Attendance</u>: 61.1 Some Progress<br/> <u>Exclusionary Discipline</u>: 88.2 Some Progress<br/> <u>Least Restrictive Environment</u>: 64.5 Limited Progress<br/> <u>5-Year Graduation</u>: 82.1 Some Progress<br/> <u>Post-Secondary Enrollment</u>: 44.4 Limited Progress</p> |

*Per OAR 581-020-0613 the Comprehensive Needs Assessment for EL Outcomes Program identified districts “will examine the root causes impacting student’s performance and program quality and effectiveness. The evaluation must include, but not be limited to, program design, program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community.”*

1. In the table below, identify the schools in your district that implement the following core content program models. The same school may be listed more than once if it implements more than one program model.

## Core Content Program Models - Access to on grade level core content

| Program Model   | School(s) (indicate whether the school is elementary, middle, or high) |
|---|--|
| <p><b>Dual Language Program (Two-way or one-way):</b></p> <p>Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.</p>  | None   |
| <p><b>Transitional Bilingual Programs (Early or late exit):</b></p> <p>Transitional bilingual programs use the student’s primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.</p>                  | None   |
| <p><b>Sheltered Instruction (English is the primary language of instruction):</b></p> <p>Content-Based Instruction (CBI) or “sheltered” instruction is used in classes using instructional strategies that support access to core content instruction. Some examples of this include GLAD, SIOP, and Constructing Meaning.</p>  | SVS (K-12)   |
| <p><b>Newcomer Program:</b></p> <p>The Newcomer Program provides specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.</p> | None   |

- Use the following table as reference to describe the district’s instructional models for English language development in the subsequent table.

## English Language Development Instructional Model – English language acquisition

The following ELD instructional models describe the different modes in which students with English learner services receive their English language development instruction.

| Service Type  | Description   |
|---|---|
| <p><b>Integrated ELD</b></p> <p><b>'Push-in'</b></p>  | <p>English language development instruction is provided within the student's mainstream or content-area classroom. English language development standards are integrated with core-content standards.</p> <p>The following educators may provide this instruction:</p> <p>English Language Development (ELD) specialist who collaborates and co-plans with a core content or general education teacher.</p> <p>A core content teacher or general education teacher who collaborates and co-plans with an ELD specialist.</p> <p>A core content or general education teacher who has an ESOL (English to Speakers of Other Languages) endorsement may provide this language instruction in lieu of consultation with an ELD specialist.</p> <p>Students' progress with language proficiency is monitored by both the ELD specialist and the core-content or general education teacher.</p> |
| <p><b>Designated ELD</b></p> <p><b>'pull-out'</b></p> | <p>English language development instruction is provided outside of the classroom and EL students are removed from mainstream classroom for a portion of the day. This approach is more common in elementary school settings.</p>  |
| <p><b>Designated ELD Class Period</b></p>             | <p>English language development instruction is provided during a stand-alone class period, and students receive course credit for the class. This approach is more common in middle schools and high schools.</p>   |
| <p><b>Newcomer ELD</b></p>                            | <p>English language development instruction is provided in a separate setting with relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than one year) after which they receive ELD instruction through integrated, designated or ELD class periods service types.</p>  |

## Elementary School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

SVS elementary students are grouped into small, skill-based groups according to their instructional needs. Within each classroom, students receive tiered instruction to support their language development and academic growth.

English Language Development (ELD) instruction is provided through a combination of both **designated** and **integrated** ELD models. The implementation of these models varies based on student needs, available staffing, and scheduling considerations. This flexible, student-centered approach allows educators to respond to the diverse language levels and academic needs of elementary students. Instruction may occur through both **push-in** and **pull-out** models, ensuring that students receive targeted support while also remaining connected to core classroom instruction. Designated small-group instruction will provide focused opportunities for students to strengthen language skills, build confidence, and access grade-level content more effectively.

|  | <b>Beginning Level</b><br><br>(0-2 years in program) | <b>Intermediate Level</b><br><br>(2-5 years in program) | <b>Long-Term English Learners (LTELs)</b><br><br>(5+ years in program)   |
|--|--|---|--|
| <b>ELD Instruction Service Model(s):</b> |  |   | <p>A combination of Designated ELD (when appropriate) and integrated ELD (when possible).</p> <p>For LTELs progressing to higher levels of language proficiency, there is an emphasis on Integrated ELD (when possible) in the general</p> |

|   |                                       |                                       |   |
|---|---------------------------------------|---------------------------------------|---|
|   |                                       |                                       | classroom through co-teaching or co-planning with a specialist. |
| <b>Core ELD Instructional Materials</b>         | mClass intervention, Reading Phonics. | mClass intervention, Reading Phonics. | mClass intervention, Reading Phonics.                           |
| <b>Supplemental ELD Instructional Materials</b> | n/a                                   | n/a                                   | n/a   |

**Middle School English Language Development Instructional Services**

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

SVS middle school students are placed into small, skill-based groups according to their instructional needs. Within each classroom, students receive tiered instruction to support their language development and academic growth. English Language Development (ELD) instruction is provided through a combination of both **designated** and **integrated** ELD models. The implementation of these models varies based on student needs, available staffing, and scheduling considerations. This flexible, student-centered approach allows educators to respond to the diverse language levels and academic needs of elementary students. Instruction may occur through both **push-in** and **pull-out** models, ensuring that students receive targeted support while also remaining connected to core classroom instruction. Designated small-group instruction provides focused opportunities for students to strengthen language skills, build confidence, and access grade-level content more effectively.

|  |   |  |   |
|--|---|--|---|
|  | <b>Beginning Level<br/>(0-2 years in program)</b> | <b>Intermediate Level<br/>(2-5 years in program)</b> | <b>Long-Term English Learners (LTELs)<br/>(5+ years in program)</b> |
|--|---|--|---|

|   |     |     |     |
|---|-----|-----|-----|
| <b>ELD Instruction Service Model(s)</b>         | n/a | n/a | n/a |
| <b>Core ELD Instructional Materials</b>         | n/a | n/a | n/a |
| <b>Supplemental ELD Instructional Materials</b> | n/a | n/a | n/a |

### High School English Language Development Instructional Services

Describe how ELD instruction is provided and describe how the instruction is differentiated for students at each language level. Include details on how students are grouped, when students receive ELD instruction, and where instruction takes place.

SVS high school students are grouped into small, skill-based groups according to their instructional needs. Within each classroom, students receive tiered instruction to support their language development and academic growth. English Language Development (ELD) instruction would be provided through a combination of both **designated** and **integrated** ELD models. The implementation of these models varies based on student needs, available staffing, and scheduling considerations. This flexible, student-centered approach allows educators to respond to the diverse language levels and academic needs of elementary students. Instruction occurs through both **push-in** and **pull-out** models, ensuring that students receive targeted support while also remaining connected to core classroom instruction. Designated small-group instruction provides focused opportunities for students to strengthen language skills, build confidence, and access grade-level content more effectively.

|   | <b>Beginning Level<br/>(0-2 years in program)</b> | <b>Intermediate Level<br/>(2-5 years in program)</b> | <b>Long-Term English Learners (LTELs)<br/>(5+ years in program)</b> |
|---|---|--|---|
| <b>ELD Instruction Service Model(s)</b> | n/a   | n/a  | n/a   |

|   |     |     |     |
|---|-----|-----|-----|
|   |     |     |     |
| <b>Core ELD Instructional Materials</b>         | n/a | n/a | n/a |
| <b>Supplemental ELD Instructional Materials</b> | n/a | n/a | n/a |

3. Describe your district’s alternative and/or charter schools and their ELD instruction service model(s). Include these models based on EL Proficiency Level(s) if applicable. (The district can copy the table above to include these schools if desired.)

SVS is a charter sponsored by Lincoln County School District. SVS submits their own plan.

4. Describe components of the EL Program Model that have elements that affirm EL student identity. Identify components of your EL program containing racially/ethnically, culturally, and/or linguistically affirming elements and explain why/how.

Our English Language (EL) Program Model is based on our district's Guiding Principles for Multilingual Learners, which recognizes students' racial, cultural, and linguistic identities as valuable assets. These principles shape our commitment to ensuring that multilingual learners are seen, valued, and supported in meaningful ways that affirm their identities.

Our culturally responsive practices promote student voice, relevance, and high expectations. Through collaborative planning, content teachers and our EL team design lessons that make space for students’ lived experiences and cultural knowledge.

5. Describe how the district provides targeted, research-based literacy support to students designated as English learners.

The district provides targeted, research-based literacy support to all elementary students, including English Learners, through a multi-tiered system of support (MTSS) that aligns with the Science of Reading and the Oregon Literacy Framework. All students receive 90 minutes of core literacy instruction, including both whole-group and small-group components. Instruction is explicit and systematic, covering phonological awareness, phonics, vocabulary, fluency, and comprehension. In addition, tier two students receive 30 minutes of daily targeted small-group instruction, delivered by the classroom teachers, interventionists, and Title I staff.

In our district, literacy instruction for English Learners intentionally incorporates practices such as oral language development, vocabulary instruction in context, clearly defined language objectives, and structured conversations. These approaches reflect our understanding that language and literacy development are deeply interconnected, and that ELs require support across all language domains to become proficient readers.

Additionally, school teams use benchmarking three times a year and structured meetings to analyze student data, adjust instruction, and ensure literacy supports are responsive to both reading and language proficiency needs.

6. In the following table, identify the number and qualifications of ELD teachers, ELD instructional assistants, and other staff who work with multilingual learners/ELs.

|                             | Number of ELD teachers and their qualifications | Number of ELD Instructional Assistants | Describe other staff who work with ML/EL students (if applicable) |
|-----------------------------|---|--|---|
| Elementary School(s)        | n/a   | n/a                                    | n/a   |
| Middle School(s)            | n/a   | n/a                                    | n/a   |
| High School(s)              | n/a   | n/a                                    | n/a   |
| Charter School(s)           | 2-ESOL Endorsement                              | n/a                                    | Title and Special Education                                       |
| Alternate Program/School(s) | n/a   | n/a                                    | n/a   |

7. Describe the extent to which district administrators and staff mirror the students and communities they serve. What systems of support exist for bilingual staff members?

[n/a]

8. Describe the structure for educators to plan effective learning experiences that meet the needs of multilingual English Learners. Include protected time for Tier 1/core-content

instructional staff to consult and engage with ELD staff and any co-planning if appropriate.

| Elementary Grades   | Secondary Grades  |
|---|---|
| <b>Instructional Planning Structure</b>   | <b>Instructional Planning Structure</b>   |
| ELD staff are available during regularly scheduled planning time, observation, and collaboration with content area teachers to support language development and academic success for multilingual learners. | ELD staff are available during regularly scheduled planning time, observation, and collaboration with content area teachers to support language development and academic success for multilingual learners. |

9. Provide a brief narrative about the kind of professional development opportunities teachers, administrators, and staff engage in that improve multilingual EL systems and support. Please make sure to include any training on Culturally Responsive Instructional Pedagogy.

Siletz Valley School is committed to providing high quality professional development that strengthens systems and practices for multilingual learners. SVS participates in SMILE (Science, Math Investigative Learning Experiences) through Oregon State University. Within this program, staff is trained with LaCuKnoS (Language, Culture, and Knowledge-building through Science). LaCuKnoS is a research and education project in partnership with OSU Precollege Programs and the SMILE Program supporting educators and multilingual learners in Oregon's rural classrooms to pursue and succeed in STEM academic and occupational pathways.

Siletz Valley receive professional development in culturally responsive instruction at the start of each school year, and follow up training if necessary.

10. Indicate what the focus for professional development will be in the coming two years. [multiple choice, check all that apply]

- Integrated ELD – Collaborative Co-Teaching
- Dual language program implementation/improvement
- Newcomer/Recently arrived students
- Multilingual family engagement and communication
- Language acquisition strategies
- ELP progress monitoring/Data analysis
- Racial equity
- Culturally and linguistically responsive practices

- Culturally Responsive Instructional Pedagogy and Practices
- Other (write in)

11. Describe the district’s professional development prioritization by staff role, position, or experience level in the table below (add additional rows as needed).

| Professional development priority | Staff role/position | Staff experience level | Other identified criteria |
|-----------------------------------|---------------------|------------------------|---------------------------|
| Writing, and Core Instruction     | All                 | All                    |                           |
| Data Analysis                     | All                 | Certified Staff        |                           |
| Math                              | All                 | All                    |                           |

### Resources for High Quality Instructional Programming and Staffing

- [An Integrated ELD Guide for District Leaders](#)
- IES (Institute of Education Sciences) What Works Practice Guide, [“Teaching English Literacy & Content K-8”](#)
- IES What Works Practice Guide, [“Effective Literacy and English Language Instruction for English Learners in the Elementary Grades.”](#)
- [OELA English Learner Toolkit](#), chapters 2, 3, 4, 5 cover language instructional programs, meaningful access to core instruction, avoiding segregation, and staffing.
- IES What Works Practice Guide, [“Teaching Academic Content and Literacy to English Learners in Elementary and Middle School”](#)
- Regional Education Labs, [Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse™ Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- Regional Education Labs, [Supporting Integrated English Learner Student Instruction – A Guide to Assess Professional Learning Needs](#)
- Regional Education Labs, [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#)
- [Effective Teacher Professional Development](#), Learning Policy Institute
- [Oregon Open Learning Multilingual/English Learner Resource bank](#)
- [ODE Engaging Equity Mindset, Practices and Systems professional development modules](#)

## SECTION 3. ASSESSMENT AND PROGRESS MONITORING

### Legal Requirements and Guidance for Assessment and Progress Monitoring

- All students designated as English learners must be assessed annually using a valid and reliable, state-approved assessment in all four domains of English (i.e., speaking, listening, reading, and writing) ([6311\(b\)\(7\) \(Title I\)](#), [6823\(b\)\(3\)\(D\) \(Title III\)](#), [6826\(b\)\(3\)\(C\) \(Title III\)](#))
- Staff who administer the assessment must be trained ([Test Administration OAR](#))

- Oregon is a member of the ELPA 21 Consortium and requires districts to administer the ELPA Screener and Assessment (Oregon Test Administration Manual (TAM))
- Parents/guardians must be informed annually of their child's progress (ESEA/ESSA Title I, Section 1112(e)(2)(A), DCL Fact Sheet)
- Assessment practices reflect multilingual learners' academic and linguistic progress and affirm the knowledge and cultural assets they bring. Oregon Multilingual Learner Strategic Plan - Priority 2, Goal 3.

### District Plan

1. Identify who is responsible for working with families to complete the ELPA Screener assessment:
  - District licensed/certified professional (for example, English learner program coordinator, bilingual specialist, central office administrator, ELD TOSA (Teachers on Special Assignment))
  - School licensed/certified professional (for example, building administrator, English learner teacher, classroom teacher, counselor)
  - School support staff (for example, parent/community liaison, paraprofessional)
  - Other (specify) \_\_\_\_\_

### Training

2. Describe the district's process for annually training test administrators, including who is responsible.

Each year, the district provides required training for staff who administer the ELPA assessments. In August, Title coordinators and necessary admin, are trained to administer the ELPA Screener. In January, they receive training for the ELPA Summative assessment. These sessions are led by the Lincoln County School District Test Coordinator and the Federal Programs TOSA, using the official training materials and guidance provided by the Oregon Department of Education Assessment Office.

### Accommodations

3. Describe the district's process for determining and reporting testing accommodations (including domain exemptions).

To determine and report testing accommodations and domain exemptions for the ELPA Summative, our district follows a structured and collaborative process. Test administrators are granted access to TIDE only after submitting an ELPA Summative Planning Document to the District Test Coordinator (DTC) and the Federal Programs TOSA. This document includes required information about each student's accommodations and any potential domain exemptions.

Accommodations and exemptions are determined by the student's IEP team, with collaboration between the Title Coordinator and Special Education staff. The district uses

the Oregon Accessibility Manual and ODE’s Guidance on Domain Exemptions to ensure all decisions are aligned with state expectations and reflect the individual needs of students.

Universal supports such as extended time and quiet location are accommodated at each site and required part of the planning document. Students are given multiple test opportunities to complete the ELPA.

**Progress Monitoring**

4. List the local assessments used to monitor multilingual English learners' progress and programming decisions in the table below.

|                | Academic Assessments                               | Language Assessments   |
|----------------|--|--|
| Elementary:    | <b>Waterford, Star, HMH Math and DIBELS mClass</b> | ELD teacher created formative language assessments (& rubrics) |
| Middle School: | <b>Star, HMH</b>                                   | ELD teacher created formative language assessments (& rubrics) |
| High School:   | <b>Star</b>  | ELD teacher created formative language assessments (& rubrics) |

5. Indicate the staff responsible for monitoring students who HOLD CURRENT EL STATUS.

- EL Specialist
- Content Teacher
- Counselor
- Educator/instructional assistant
- Principal
- Other classified staff
- Other licensed staff
- Other administrative staff

6. Indicate the frequency of the district’s monitoring process for students WHO HOLD CURRENT EL STATUS.

- During RTI/MTSS regular meetings
- Monthly
- Every two months
- Quarterly
- During grading periods
- Once a year

Other

7. Indicate which data sources the district uses to monitor the progress of students with current English learner status.

- State English language arts assessments
- State math assessments
- State science assessments
- State English Language Proficiency Assessment (ELPA)
- Formative assessments
- Grades
- Teacher observations
- Other

8. Describe the routine employed to monitor students' progress towards demonstrating language proficiency and students' progress towards demonstrating proficiency of content standards.

For English learners, the annual English Language Proficiency Assessment (ELPA) is a crucial benchmark for evaluating progress. However, since the ELPA is administered only once a year, the data becomes outdated by the time it is reviewed, making it challenging to make timely instructional decisions. While district and school teams analyze ELPA data to identify trends and long-term growth, there is a clear need for more immediate and actionable insights.

To address this, SVS conducts district-wide data reviews benchmarking students three times a year. These reviews focus on key indicators such as attendance, behavior, reading and math proficiency, on-track rates for 9th and 12th grades, and classroom walkthrough data. Data is consistently disaggregated for English Learners to ensure their progress is visible and their needs are addressed. These reviews help identify patterns, celebrate student growth, and guide strategic adjustments to instruction and support to ensure multilingual learners have equitable access to and success in grade-level content.

### **Resources for Assessment and Progress Monitoring**

- [Test Administration Manual](#)
- [Oregon Accessibility Manual](#)
- [ELPA Screener Manual](#)

## SECTION 4. MONITORING EXITED STUDENTS

### Legal Requirements and Guidance for Progress Monitoring for Excited Students

- School districts must exit students who score proficient on the annual ELPA summative assessment. (ESSA section 3113(b)(2))
- School districts must monitor exited students for four years following their exit to determine that the student continues to be able to access academic content. The monitoring must be of sufficient frequency for the district to provide interventions if needed. (ESSA section 3121(a)(5)) (Dear Colleague Letter, Section H)
- School districts must monitor EL students with parent/guardian waivers for participation in the EL instructional program. The monitoring must be of sufficient frequency for the district to provide interventions if needed. (Dear Colleague Letter, Section G)
- Parents/guardians must approve a monitored EL returning to the EL instructional program. (Dear Colleague Letter, Section H)
- Oregon's Honoring Student Proficiency on the High School (HS) ELPA Summative is a waiver from the U.S. Department of Education that allows the Oregon Department of Education (ODE) to capture all students' responses in ELPA language domains when the student has met proficiency in that domain. The student does not take the proficient domains in future ELPA administrations. ODE staff take the captured responses and recalculates the student's domain results.
- Oregon's Future K – ELPA screener policy. Oregon has established different ELPA screener proficiency levels for students who are in kindergarten. The Future-K policy allows for domain scores of three (3) in each domain to be proficient from March – early January of any given school year.

### District Plan

1. Describe the district's process for returning a monitored student to the EL instructional program.

Re-entry into the EL program is rare and considered only when a monitored student who has exited EL status is not making adequate academic progress due to ongoing language-related needs.

In our district, classroom teachers regularly review the progress of all monitored students using multiple data sources. If concerns arise, a multidisciplinary team, including the Special Education teacher, classroom teachers, support staff, and administrators, will be assembled. The team carefully considers whether the student's academic challenges stem from English language proficiency or other learning or environmental factors.

If the team determines that language development needs persist and that the student would benefit from renewed EL program services, the district initiates a formal re-entry process. The team, which must include the parent and their consent for re-entry, clearly documents the rationale for re-entry and aligns the student's services with their current language proficiency level.

All decisions are made in alignment with federal and state guidance and with a focus on ensuring that students receive the support they need for language and academic success.

2. Describe the district's process for monitoring students who have scored proficient on ELPA for four years.

Students who have exited the English Language (EL) program are regularly monitored to ensure their continued academic success. In the first two years after exiting, monitoring takes place four times a year. In years three and four, monitoring occurs twice a year. If teachers identify ongoing areas of concern for these students after the first two years, they will be monitored quarterly, regardless of how long it has been since they exited the program.

The district uses the STAR benchmark testing and attendance tracking at all grade levels, and 9th grade on track data for high school students. The benchmark monitoring and 9th grade on track collects information on academic performance, current grade, assignment completion, areas of strength, factors contributing to lack of progress, attendance (tardiness and absences), and whether the student is receiving additional support services. EL Specialists, along with other staff if applicable, review any areas of concern to determine what supports are needed.

3. Indicate the staff responsible for monitoring students who have scored proficient on ELPA.

- EL Specialist
- Content Teacher
- Counselor
- Educator/instructional assistant
- Principal
- Other classified staff
- Other licensed staff
- Other administrative staff

4. Indicate the frequency of the district's monitoring process.

- During RTI/MTSS regular meetings
- Monthly
- Every two months
- Quarterly
- During grading periods
- Once a year
- Other

5. Indicate which data sources the district uses to monitor the progress of students formerly designated as English learners.

- State English language arts assessments
- State math assessments
- State science assessments
- Formative assessments
- Grades
- Teacher observations
- Other

6. Describe how the district provides instructional interventions for students after they have exited the ELD program when monitoring evidence indicates instructional interventions are needed.

When monitoring evidence indicates that a student who has exited from ELD services needs additional support, our district provides targeted instructional support through a collaborative, data-informed process.

The Principal will partner with classroom and content teachers to ensure that exited students continue to receive the support necessary for academic success. Using a monitoring cycle to review student performance data. This includes celebrating areas of growth and identifying trends or factors contributing to challenges for individual students.

Based on these findings, the Principal will share results with relevant staff in collaboration with teachers. Together, they discuss strategies to strengthen classroom support. These may include:

- Scaffolds and strategies from 7 Steps to a Language-Rich Interactive Classroom
- Graphic organizers or sentence stems
- Small group instruction
- Adjustments to assignments or assessments

Exited EL students are also included in the school-wide Multi-Tiered System of Supports (MTSS). At a minimum, student data is reviewed three times per year, with more frequent discussions (up to nine times annually) based on student need.

Sites collect and analyze data, including academic performance, behavior (major and minor incidents), and attendance. Grade-level teams use this data to identify students who may require additional support to determine appropriate Tier 2 or Tier 3 interventions.

### **Monitoring Students With EL Program Parent Waivers**

7. Describe the district's process for monitoring students with parent/guardian waivers for participation in the ELP program. Districts are required to monitor these students' progress learning English and accessing on grade level core content to provide instructional interventions if appropriate (add in check boxes from above for waiver monitoring).

Students on waivers are monitored using the same process as ELs who have exited (using the Ellevation platform).

Waived EL students are also included in the school-wide Multi-Tiered System of Supports (MTSS). Their data is reviewed at least three times per year, with additional reviews as needed.

8. Describe the district's process for communicating the academic needs of waived EL students to parents/guardians.

Parents/guardians of students on waivers receive their child's ELPA scores each June, along with quarterly report cards. The principal regularly collaborates with classroom and content teachers to monitor the progress of students who have been waived from EL services. If concerns arise, families are contacted to discuss their students' academic needs. Annually, families are contacted to discuss options regarding our program models and the opportunity to return to services.

### **Resources for Progress Monitoring for Exited Students**

- See [ESSA section 3121](#)
- See OELA [EL Toolkit, Chapter 8](#)
- See ESSA [EL Toolkit, Chapter 7](#)
- MTSS4ELs [Meeting the Needs of English Learners Through a Multitiered Instructional Framework](#)

## **SECTION 5. EQUITABLE PROGRAM ACCESS, POLICIES, AND PRACTICES**

### **Legal Requirements and Guidance for Equitable Program Access**

- Districts must identify, locate, and evaluate English Learners with disabilities in a timely manner and intake [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015 [ESSA](#); U.S. Department of Justice & U.S. Department of Education, 2015. Districts

must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and evaluation materials.

- Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504)
- A student with an IEP or 504 may be exempt from up to three domains of the ELPA and this decision must be made by the student’s IEP or 504 team. The team must include staff that understand second language acquisition.
- ESSA; U.S. Department of Justice & U.S. Department of Education, 2015
- English Language Proficiency Assessment Guidance – this web page includes guidance for the ELPA summative and Alt ELPA assessment.
- Districts offer early college high school, or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
- ESSA Title III (SEC. 3115. [20 U.S.C. 6825])
- Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career connected learning opportunities, and enrichment opportunities. Oregon Multilingual Learners Strategic Plan - Priority 2, Goal 4
- Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed. Oregon Multilingual Learner Strategic Plan - Priority 2, Goal 5.

**District Plan**

1. Use the table below to identify the proportion of never, former, current, and monitored EL students engaging with key programs.

| Student Group                 | Proportion of students in Special Education | Proportion of students in TAG |
|-------------------------------|---|-------------------------------|
| <i>Never EL students:</i>     | 0%  | 0%                            |
| <i>Former EL students:</i>    | 0%  | 0%                            |
| <i>Current EL students:</i>   | 0%  | 0%                            |
| <i>Monitored EL students:</i> | 0%  | 0%                            |

|                           | Proportion of students enrolling in AP/IB courses. | Proportion of students enrolling in college credits. | Proportion of students earning a diploma. |          | Proportion of students enrolling in CTE courses |
|---------------------------|--|--|---|----------|---|
|                           |  |  | Regular                                   | Modified |   |
| <i>Never EL students:</i> | 0%   | 0%   |   |          |   |

|                               |    |    |  |  |  |
|-------------------------------|----|----|--|--|--|
| <i>Former EL students:</i>    | 0% | 0% |  |  |  |
| <i>Current EL students:</i>   | 0% | 0% |  |  |  |
| <i>Monitored EL students:</i> | 0% | 0% |  |  |  |

|                             | Proportion of students completing AP/IB courses. (district to pull this data) | Proportion of students completing college credits. (district to pull this data) | Proportion of students earning a Seal of Biliteracy/Multiliteracy (provided in data packet) | Proportion of students completing CTE courses (district to pull this data) |
|-----------------------------|---|---|---|--|
| <i>Never EL students:</i>   | 0%  | 0%  |   |  |
| <i>Former EL students:</i>  | 0%  | 0%  |   |  |
| <i>Current EL students:</i> | 0%  | 0%  |   |  |

2. Describe the district’s process for identifying and serving multilingual students who are talented and gifted.

The TAG screening process uses multiple measures to identify student potential. These indicators include standardized test scores, benchmark assessments, nonverbal ability tests, ELPA results (particularly when rapid language acquisition is observed), achievement tests, and caregiver or teacher questionnaires. Students may qualify if they score at or above the 94th percentile, or at or above the 90th percentile when documented barriers to performance are present. Barriers may include receiving instruction in a language other than the student’s home language or being identified as an English Language Learner.

Students may also be referred by teachers or caregivers based on classroom performance or assessment data. The principal and TAG coordinators then gather additional evidence, which may include further assessment with caregiver consent. All decisions and supporting documentation are maintained in the student’s cumulative file. TAG services focus on differentiated instruction aligned with each student’s identified area(s) of giftedness. Caregivers, the principal, TAG coordinators, and teachers work together to develop an individualized TAG plan, which is reviewed and updated annually to reflect student progress and needs.

Multilingual students are equitably included in SVS TAG screening, identification, and programming. During the eligibility review, teams carefully consider potential barriers,

such as instruction not delivered in a student's home language, to ensure that multilingual learners are accurately identified and appropriately supported.

3. Describe the district's process for serving students who are dually identified as English learners and for special education.

Principal, teachers, and Special Education teachers collaborate to design the most appropriate program models for each student. This may include a combination of Integrated and Designated ELD, along with other instructional approaches tailored to the student's language development and specialized learning needs.

Individualized Education Plans (IEPs) for dually identified students are developed with staff input to ensure alignment between language development goals and special education services. Teachers contribute to the development of accommodations and ensure that both language acquisition and access to grade-level content are addressed. This collaboration ensures that instruction is meaningful and responsive to the student's linguistic, social-emotional, and academic needs.

4. Describe the district's pre-referral SPED process for EL students, including:
  - Assessment considerations
  - Parent/guardian interviews
  - Student educational history
  - MTSS/RTI process
  - Etc...

A student may be referred to Special Education either through the district's MTSS process or through a parent referral. When a referral is initiated, a team, which may include the Special Education teacher, district school psychologist, classroom or content area teacher, and principal, meets to review the request.

Students who are Culturally and Linguistically Diverse (CLD) are referred for evaluation in the area of Specific Learning Disability or another eligibility category in which language proficiency may be a factor. LCSD partners with Linn Benton Lincoln ESD (LBL ESD) to conduct the initial evaluation. LBL ESD has bilingual Spanish-English assessors and access to assessment tools in Spanish and other languages. These resources support the team in determining whether a student's learning challenges are related to a disability or are part of the natural process of second language acquisition.

SVS regularly monitors student data to inform intervention decisions through the MTSS process: behavior (major and minor referrals) and attendance. This data is used to

identify students who may need additional support, following the district's MTSS flowchart to determine appropriate Tier 2 or Tier 3 interventions.

5. Describe the district's process for access to IB/AP/dual enrollment courses as related to EL students.

Dual Credit enrollment courses are open to all students in the SVS School District, including English Learner (EL) students. While some of these courses have prerequisites, the district works to ensure equitable access by supporting students who are interested but may not yet meet the requirements. Individualized plans, academic advising, and instructional support help students prepare for and successfully participate in these advanced learning opportunities.

6. Describe the district's process for access to CTE courses as related to EL students.

Career and Technical Education (CTE) courses at SVS are open to all students, including English Learners. Due to the small size of our school, most elective offerings fall within CTE pathways. As a result, all students at SVS take the necessary CTE courses to graduate.

The Student Success coordinator and principals conduct regular transcript reviews to ensure students are on track to meet the CTE credit requirements for the Oregon State Diploma. If additional credits are needed, students are supported in selecting courses that align with their interests and meet graduation requirements.

CTE courses are open enrollment and driven by student interest. There are no restrictions based on language proficiency, and English Learners are encouraged and supported in accessing any CTE pathway offered in their school.

7. Describe the district's process for ensuring that middle and high school EL students receive meaningful access to courses needed to graduate on time. Include the practices specific to ensuring that recently arrived students receive course credit for prior educational experiences along with the district's implementation of Access to Linguistic Inclusion, HB2056.

We have a process in place to support course completion for English Learner (EL) students. At the high school level, a dedicated team meets regularly review data related to students' "on-track" status. For students who may need additional credits or support, individualized plans are developed that may include credit recovery or summer school options.

Student success coordinators and principals, in collaboration with teachers, follow the teachers' guidance outlined in House Bill 2056 to ensure EL students receive appropriate course placement and credit. When new students enroll, the Student Success Coordinator reviews their academic history and discusses available course options. Transcript reviews are conducted by the Principal, as needed, to determine transferable credits and verify records with previous schools.

8. Describe the process employed to analyze scheduling decisions to ensure that students who are engaged with EL programming have equitable access to extracurricular and enrichment opportunities.

Extracurricular activities, including after-school clubs and sports, are open to all students. Because these activities typically occur outside instructional time, participation in EL programming does not create a scheduling conflict. Information about extracurricular offerings is communicated in both English and Spanish to ensure students and families are informed and able to participate.

In addition, enrichment opportunities embedded within the school day, such as electives, are accessible to all students, including English Learners.

9. Describe the support provided to newcomers and students with limited or interrupted formal education. What is the district's process for evaluating the prior schooling experiences of students with non-U.S. schooling experiences?

Siletz Valley School provides targeted support for newcomers and students with limited or interrupted formal education (SLIFE), ensuring they receive both academic and social-emotional support as they transition into the U.S. school system.

At the elementary level, newcomers are placed in age-appropriate grade levels, and classroom teachers prioritize creating safe, welcoming environments. Instruction emphasizes comprehensible input, helping students access content aligned to their language proficiency. In addition, newcomers may participate in pull-out groups focused on foundational language skills. Principals collaborate with classroom teachers to ensure access to content and consistent routines that support inclusion and learning.

In both elementary and secondary settings, staff may provide individualized support through a gradual release model as students build confidence and develop both language and academic skills. Staff work to cultivate inclusive classroom environments where newcomers can build academic skills and a strong sense of belonging.

### **Evaluation and Placement of Students with Non-U.S. Schooling Experiences**

Siletz Valley School follows a structured and student-centered process to determine grade placement for students with non-U.S. educational backgrounds:

Regardless of grade level, if a student arrives with a school transcript from their country of origin, they are placed in the equivalent U.S. grade level.

If elementary-aged students do not have educational documentation or formal schooling experience, they are placed in a grade level based on birthdate or approximated birthdate. If the age-based placement raises concerns for either the school team or the family, the district uses developmental placement questions to guide the conversation around student needs and classroom fit. In cases requiring flexibility, final placement decisions are made by an Elementary Teaching and Learning Administrator, in consultation with the building principal and district directors.

For middle and high school students without prior documentation or formal schooling, grade placement considers the following: Age and birthdate, Ability to accrue credits toward on-time graduation, Eligibility for extracurricular participation under OSAA guidelines, Responses to developmental placement questions.

Middle school students will not be placed below 6th grade, and high school students will not be placed below 9th grade. Final decisions for secondary placements are made by a Secondary Teaching and Learning Administrator, in consultation with school principals and district directors.

10. Describe the district's process for engaging EL students in earning the Oregon State Seal of Biliteracy/Multiliteracy. Of the district's EL student population, what percentage rate of graduating seniors earn the Seal of Biliteracy/Multiliteracy?

All students, including those currently and formerly designated as English Learners, are informed about the opportunity to earn the Oregon State Seal of Biliteracy. The STAMP test is offered at no cost to any student who wishes to demonstrate proficiency in a partner language. To meet the English language requirement, students may qualify through the OSAS ELA assessment, or alternatively through approved writing work samples. Additionally, our high school has partnered with the local community college to allow students to use an English placement test as an alternative method to demonstrate English proficiency.

11. Identify potential barriers that EL students may experience to language development, content learning, and/or socio-emotional development because of the policies and practices in place.

We recognize that some current and past practices have created barriers to language development, academic access, and socio-emotional well-being. As a charter school within the district, SVS does not offer all the same program options as larger schools. However, this also allows us to work more closely with individual students to provide targeted support for English language development and literacy.

Additionally, students may not always see their home languages, cultures, and experiences reflected in instructional materials or school systems, which can impact motivation, confidence, and a sense of belonging. At SVS, we are working to address these barriers by strengthening integrated literacy practices when needed, increasing collaboration between teachers and specialists, and focusing on student-centered support. Since we are a smaller school, we can closely monitor student progress, build strong relationships with families, and tailor literacy and language support to meet the individual needs of each multilingual learner. These efforts help ensure that EL students have equitable access to both language development and meaningful participation in the full school experience.

12. Identify policies and practices that can dismantle oppression, marginalization, and harm that currently exists.

Siletz Valley School is committed to dismantling systems of oppression and marginalization through strengths-based and equity-centered policies and practices that affirm and support multilingual learners. We use our Guiding Principles for Multilingual Learners as a foundational lens through which we make student-centered decisions.

SVS engages in ongoing monitoring of our systems and student outcomes at least three times each year. We review academic achievement, behavior, and attendance data disaggregated by EL status. This intentional review helps us identify and address patterns of disproportionality and implement targeted action plans to ensure more equitable outcomes.

These efforts reflect our belief that equity is not a one-time initiative, but an ongoing commitment to creating inclusive learning environments where all students, especially those who are multilingual, can thrive academically, socially, and emotionally.

13. What obstacles have you encountered that have prevented the implementation of successful policies and practices? What resources are needed to overcome these barriers? Are these resources available to you?

A barrier for Siletz Valley School is not having a consistent number of ML/EL students attend the school to keep our procedures and trainings up to date.

### **Resources for Equitable Program Access**

- See OELA EL Toolkit, Chapter 6
- IES (Institute of Education Sciences) Regional Education Labs, Identifying and Supporting English Learner Students with Learning Disabilities: Key Issues in the Literature and State Practice
- MTSS (Multi-Tiered Systems of Support) for English Learners
- English Learners With Significant Learning Difficulties or Disabilities: Recommendations for Practice
- MTSS4ELs Core and Supplemental English as a Second Language Literacy Instruction for English Learners
- MTSS4ELs Professional Development to Support a Multitiered Instructional Framework

## **SECTION 6. FAMILY ENGAGEMENT AND COMMUNICATION**

### **Legal Requirements and Guidance for Family Engagement and Communication**

- Districts are required to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners (ESSA Sec. 3113(b)(2))
- Parents/guardians must be notified within 30 calendar days of their student being identified as EL by communication in a language parents/guardians can understand (ESSA Title I, Section 1112(e)(3)(A))
- Parents/guardians must be informed annually of their child's progress (ESEA/ESSA Title I, Section 1112(e)(2)(A), DCL Fact Sheet)
- Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities. Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 1
- Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners. Oregon Multilingual Learner Strategic Plan - Priority 1, Goal 2

### **District Plan for Family Engagement and Communication**

1. Provide a brief narrative description of district strategies and opportunities for engaging ML/EL families and communities as authentic partners.

SVS is committed to engaging multilingual families and communities as authentic partners in student success. One of our district-wide goals is to strengthen community connections through inclusive and responsive engagement strategies. We actively invite family voice and participation through site councils, climate surveys, and family feedback surveys to inform school and district initiatives.

2. Describe what engagement opportunities the district provides for EL students to inform program decisions, curriculum adoptions or funding decisions.

Currently, Siletz Valley School, does not have a formalized process for engaging EL students specifically in program decisions, curriculum adoptions, or funding priorities. However, we recognize the vital importance of elevating the voices of multilingual learners in shaping the systems and supports that impact their education.

Moving forward, we aim to build more intentional structures, such as student voice opportunities, advisory panels, and site-based feedback systems that ensure multilingual learners are included in shaping a more equitable and responsive educational experience.

3. Describe how the district provides parents/guardians with access to their student's academic progress and educational information in their home language. What training does the district provide to students' parents/guardians school to family communication platforms such as ParentVUE, Parent Square, Remind, Canvas?

SVS ensures that parents and guardians have access to their child's academic progress and educational information in their home language. LBLESD will assist school districts if language assistance is needed.

4. Describe how the district provides translation and interpretation services. Include details on services provided in-house and outsourced. List languages among district staff members who provide interpretation and translation services.

SVS provides contracted translation and interpretation services to ensure equitable communication with multilingual families.

For special education meetings such as IEPs, the district contracts with Linn Benton Lincoln Education Service District (LBL ESD) to provide qualified translators and interpreters. Additionally, LCSD contracts directly with a Mam interpreter to support

parent communication during conferences, recognizing the growing number of Mam-speaking families in our community.

5. Describe how the district informs parents/guardians about the availability of free language assistance services, including qualified interpreters and translators.

Lincoln County School District will notify families annually to inform them of the availability of language services (interpretation/translation) free of charge.

At initial enrollment, all families complete the Language Use Survey (LUS), which includes a question about their preferred language for communication and explicitly states that translation and interpretation services are available at no cost. Staff use the reported language preference to coordinate interpretation and translation support as needed.

Families of students who take the ELPA Screener, regardless of whether their child qualifies for English Language Development services, receive an initial Parent Notification Letter (PNL). This letter includes a statement offering interpretation or assistance in understanding the letter, along with contact information for support. For students who do qualify, families receive updated PNLs annually. While the ongoing letters currently do not include a statement about no-cost language assistance, the district is adding it to reinforce equitable communication practices.

6. Describe the district's procedures that ensure that interpreters and translators have knowledge of all specialized educational terms and concepts.

For IEP meetings, Siletz Valley School has the ability to contract with trained interpreters and translators through the Linn Benton Lincoln ESD, who are specifically qualified in the use of specialized educational terminology and IEP processes. This ensures accurate and effective communication with families about their student's educational needs and services.

7. Describe the district's process to report this plan, information about programs, services, and activities available to everyone, and student progress to the community meaningfully and transparently.

SVS plans to share its EL Plan, program, and service information, and student progress with the community in multiple, transparent, and accessible ways. The EL District Plan will be posted on the district website, and hard copies will be available at the school site.

Information about EL programs and services are shared annually through the Parent Notification Letter (PNL), which is sent to all families of students who qualify for EL services. The PNL outlines the instructional models used, student placement, and opportunities for support.

The district is committed to ongoing communication and transparency to ensure families and community members are informed and meaningfully involved in supporting multilingual learners.

8. Describe how the district differentiates community engagement support and strategies for various EL communities served.

Siletz Valley Schools (SVS), as a charter school within the Lincoln County School District (LCSD), aligns with the district's commitment to meaningful engagement with multilingual families while adapting these strategies to our smaller school community. Although SVS currently serves very few English Learner (EL) students, we maintain systems and plans in place to support multilingual families if and when they enroll. Our school is located on the Siletz Reservation, and our staff emphasizes cultural awareness, relationship-building, and community trust. Because of our size, we can work closely with families and respond quickly to individual communication and engagement needs.

At the district level, LCSD supports multilingual family engagement through linguistically accessible communication, bilingual staffing, and partnerships with community organizations. With more than 20 languages represented across the district, LCSD provides interpretation and translation services, bilingual family liaisons, and culturally responsive family engagement events. The majority of multilingual families in the district speak Spanish, and LCSD has invested in bilingual staff and family liaisons who help build relationships, support communication between schools and families, and ensure families can access important information in their home language. The district also provides interpretation support for other language groups and offers translated communication during meetings, school events, and important district updates.

At SVS, our approach to community engagement is relationship-centered and responsive to the Siletz community's cultural context. Staff work closely with families through direct communication, personalized outreach, and collaboration with tribal and local community resources. Because SVS is a smaller school, families often have direct access to school leadership and staff, which helps build trust and ensures that communication barriers can be addressed quickly if they arise. If an EL student enrolls, SVS will partner

with LBLESD's interpretation services and bilingual staff to ensure families receive information in their home language and feel welcomed and supported.

In addition, SVS prioritizes culturally responsive practices that honor the identities of all students and families. Being located on the Siletz Reservation has strengthened our awareness of the importance of honoring language, culture, and community voice in education. This perspective guides how we plan family engagement opportunities, communicate with families, and ensure that all students, including potential multilingual learners, feel valued and supported within our school community.

### **Resources for Family Engagement and Communication**

- ODE Community Engagement Toolkit
- OELA (Office of English Language Acquisition) Family Toolkit
- Regional Education Laboratory Toolkit of Resources for Engaging Families and the Community as Partners in Education. Part 1: Building an Understanding of Family and Community Engagement
- MTSS4ELS Fostering Collaborative Partnerships With Families of English Learners Within a Multitiered System of Supports

## **SECTION 7. PROGRAM EVALUATION**

### **Legal Requirements and Guidance for Program Evaluation**

- Districts must engage in a self-evaluation every two years and provide that evaluation to the state. Castañeda, 648 F.2d at 1014-15; 1991 OCR Guidance; 20 U.S.C. § 6841(b)(2)
- Districts must engage in an ongoing evaluation in accordance with OAR (Oregon Administrative Rules) 581-023-0100 (4)(f) Evaluation of program effectiveness in preparing EL students for academic success in the mainstream curriculum.
- Title III requires LEAs (Local Education Agencies) to provide SEAs (State Education Agencies) with an evaluation including, among other things, the number and percentage of children in programs and activities attaining English proficiency at the end of each school year; and SEAs to use. 20 U.S.C. § 6841
- School districts are required to evaluate their LIEPs for effectiveness and modify programs that prove to be unsuccessful as outlined in the OCR Memorandum: Developing Programs for English Learners.

### **District Plan**

1. Describe the district's process for evaluating the effectiveness of the district's services to Multilingual English learners. What methods and/or tools do you use to evaluate ELD programming?

Siletz Valley Schools (SVS), as a charter school within Lincoln County School District (LCSD), follows the district's framework for evaluating the effectiveness of services for

Multilingual English Learners while also adapting the process to fit our smaller school context. Our school emphasizes close monitoring of student progress, strong relationships with families, and culturally responsive practices that support diverse learners. Being located on the Siletz Reservation also informs our commitment to honoring students' cultural and linguistic identities while ensuring they receive high-quality academic and language support.

SVS evaluates the effectiveness of services for multilingual learners three times per year by reviewing key indicators, including attendance, behavior, reading and math proficiency, and overall progress toward grade-level benchmarks. Additional indicators may include on-track graduation rates and classroom walkthrough data to understand instructional practices better. This information is disaggregated to examine outcomes specifically for students identified as English Learners. SVS reviews to help ensure that supports and instructional systems are implemented with fidelity. That programming continues to improve based on student needs.

At SVS, evaluation methods are used at the school level through ongoing data review and staff collaboration. Teachers and specialists monitor student progress using literacy and content-area assessments, classroom-based formative assessments, and language development data such as the English Language Proficiency Assessment (ELPA). Staff also review classroom instruction and student engagement to ensure that English Language Development supports are integrated effectively within academic learning.

In addition to academic data, SVS values qualitative feedback when evaluating the effectiveness of ELD programming. Family communication, student participation, and collaboration among educators all contribute to understanding how well services are supporting multilingual learners. Through a combination of district-level systems and SVS's relationship-centered approach, the school continuously evaluates and strengthens services to ensure that multilingual students receive equitable access to learning and meaningful support for language development.

2. Describe who participates in evaluation of services for multilingual learners, including engagement of multilingual students and families in data collection, analysis, and interpretation.

At Siletz Valley Schools (SVS), the evaluation of services for multilingual learners involves collaboration among staff and administration.

SVS staff can work closely together to monitor student growth, analyze available data, and adjust instruction to meet students' language and academic needs better. The

school values culturally responsive practices and emphasizes relationship-based decision-making, which reflects its location on the Siletz Reservation and its commitment to honoring students' cultures and identities.

Families and students are encouraged to provide input through conferences, communication, and engagement opportunities. Their perspectives play a crucial role in informing how services are reviewed, improved, and strengthened over time.

3. Briefly summarize any areas of concern or priority that have emerged because of program evaluation and share how they are being addressed.

At **Siletz Valley Schools (SVS)**, program evaluation has identified several priority areas for strengthening support for multilingual learners. One area of focus is expanding the use of program models that align with students' English proficiency levels, including increased implementation of Integrated English Language Development (ELD) within content instruction so that language development occurs alongside academic learning. This approach helps ensure students can access grade-level content while continuing to build their English skills.

Another priority is identifying a local or formative language proficiency assessment that provides more timely, actionable information for instructional planning. While the ELPA21 offers important summative data, it does not always provide the immediate feedback needed to guide day-to-day instruction or placement decisions. As a result, SVS and the district are exploring additional assessment tools to help staff better monitor progress and respond more effectively to students' language and learning needs.

### **Resources for Program Evaluation**

- [Oregon Accelerated Learning Dashboard](#)
- [Education Northwest District EL Program Rubric](#)
- See OELA [EL Toolkit, Chapter 9](#) for guidance on evaluating the effectiveness of a district's EL program
- [Regional Educational Laboratory \(REL\) Program Evaluation Toolkit](#)
- IES (Institute of Education Sciences) What Works, "[Using Student Achievement Data to Support Instructional Decision Making](#)"
- [Office for Civil Rights Program Evaluation](#)

## RESOURCES/REFERENCES

### Guidance for all sections

- Dear Colleague Letter – January 2015 – this document includes several chapters addressing requirements for supporting English Learners.
- Title III – Non-Regulatory Guidance (2016 & 2019) – these documents address the federal requirements under ESSA. This guidance is separated by topic.
- ESSA Title I and Title III – this is the link to the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)
- OELA (Office of English Language Acquisition) Toolkit. This toolkit provides support for each chapter included in the Dear Colleague Letter.
- Office for Civil Rights – Parent Language Rights. This document provides information on the documents a parent has the right to receive in languages they can understand. This document aligns with the Dear Colleague Letter.
- Oregon Multilingual Learner Strategic Plan.



**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ACTION ITEM

**TOPIC:** APPROVE 2026-2027 SCHOOL CALENDARS

**PREPARED BY:** DEBRA BARNES

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

---

**DESCRIPTION OF AGENDA ITEM:**

Approve 2026-2027 School Year Calendars

**RECOMMENDATION:**

Approve

**ADDITIONAL MATERIAL** Attached. Yes  No  Available: Yes  No



FOUR DAY CALENDAR FOR 2026-2027 (Not Approved)

|   |    | Teacher Contract | Teacher Make-up  | Student Instructional Hours | Student Instructional Days |         |        |                                  |   |       |       |       |      |
|---|----|------------------|------------------|-----------------------------|----------------------------|---------|--------|----------------------------------|---|-------|-------|-------|------|
|   |    | Hours            | Days             | Hours                       | Days                       |         |        |                                  |   |       |       |       |      |
| JULY, BUILDING CLOSED (dates unknown) TO NON-FACILITY STAFF |    | 1480.00          | 185.00           | 990.00                      | 165.00                     |         |        |                                  |   |       |       |       |      |
| 2026  | 4  | 4                | Independence Day |                             |                            |         |        |                                  |   |       |       |       |      |
|   |    | AUGUST           |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| A   | 26 | 27               | 28               | 29                          | 30                         | 31      | 1      |                                  | 80.00   | 3.00  | 87.02 | 5.00  |      |
| U   | 2  | 3                | 4                | 5                           | 6                          | 7       | 8      | 7-8                              | First Day   |       |       |       |      |
| G   | 9  | 10               | 11               | 12                          | 13                         | 14      | 15     |                                  |   |       |       |       |      |
|   | 16 | 17               | 18               | 19                          | 20                         | 21      | 22     | 17-27                            | Teacher In-Service  | 32.00 | 4.00  | 30.00 | 0.00 |
|   | 23 | 24               | 25               | 26                          | 27                         | 28      | 29     | 27                               | Planning Day 8-4pm / Meet the Teacher 4.00-8.00pm                 | 39.00 | 4.00  | 30.00 | 4.00 |
|   | 30 | 31               |                  |                             |                            |         |        | 31                               | First Day of School   | 9.00  | 1.00  | 7.02  | 1.00 |
|   |    | SEPTEMBER        |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| S   |    |                  | 1                | 2                           | 3                          | 4       | 5      |                                  |   | 27.00 | 3.00  | 21.06 | 3.00 |
| E   | 6  | 7                | 8                | 9                           | 10                         | 11      | 12     | 7                                | Labor Day - Holiday (No School)                                   | 35.00 | 4.00  | 21.06 | 3.00 |
| P   | 13 | 14               | 15               | 16                          | 17                         | 18      | 19     |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 20 | 21               | 22               | 23                          | 24                         | 25      | 26     | 23-24                            | Parent-Teacher Conferences (Wed. eve 12hrs & all day Thurs 9 hrs) | 39.00 | 4.00  | 21.06 | 3.00 |
|   | 27 | 28               | 29               | 30                          |                            |         |        | 30                               | Orange Shirt Day - No School                                      | 26.00 | 3.00  | 14.04 | 2.00 |
|   |    | OCTOBER          |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| O   |    |                  |                  | 1                           | 2                          | 3       |        |                                  |   | 9.00  | 1.00  | 7.02  | 1.00 |
| C   | 4  | 5                | 6                | 7                           | 8                          | 9       | 10     | 12                               | Indigenous Peoples Day - No School                                | 36.00 | 4.00  | 28.08 | 4.00 |
| T   | 11 | 12               | 13               | 14                          | 15                         | 16      | 17     | 16                               | School Improvement Day 6 hours                                    | 41.00 | 5.00  | 21.06 | 3.00 |
|   | 18 | 19               | 20               | 21                          | 22                         | 23      | 24     |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 25 | 26               | 27               | 28                          | 29                         | 30      | 31     | 29                               | End of Quarter 1 / 30 Grading Day and/or Trunk-o-Treat (6 hours)  | 40.00 | 5.00  | 28.08 | 4.00 |
|   |    | NOVEMBER         |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| N   | 1  | 2                | 3                | 4                           | 5                          | 6       | 7      |                                  | 5 Veterans Assembly/12 Mini Pow Wow                               | 36.00 | 4.00  | 28.08 | 4.00 |
| O   | 8  | 9                | 10               | 11                          | 12                         | 13      | 14     | 11                               | Veterans Day - Holiday  | 35.00 | 4.00  | 21.06 | 3.00 |
| V   | 15 | 16               | 17               | 18                          | 19                         | 20      | 21     |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 22 | 23               | 24               | 25                          | 26                         | 27      | 28     | 25-26                            | Thanksgiving Break (No School)                                    | 26.00 | 3.00  | 14.04 | 2.00 |
|   | 29 | 30               |                  |                             |                            |         |        |                                  |   | 9.00  | 1.00  | 7.02  | 1.00 |
|   |    | DECEMBER         |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| D   |    |                  | 1                | 2                           | 3                          | 4       | 5      |                                  |   | 27.00 | 3.00  | 21.06 | 3.00 |
| E   | 6  | 7                | 8                | 9                           | 10                         | 11      | 12     | 10                               | Bingo Night   | 36.00 | 4.00  | 28.08 | 4.00 |
| C   | 13 | 14               | 15               | 16                          | 17                         | 18      | 19     |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 20 | 21               | 22               | 23                          | 24                         | 25      | 26     | 25-31                            | Winter Holiday Break  | 8.00  | 1.00  | 0.00  | 0.00 |
|   | 27 | 28               | 29               | 30                          | 31                         |         |        |                                  |   | 0.00  | 0.00  | 0.00  | 0.00 |
|   |    | 2027             |                  |                             |                            |         |        |                                  |   |       |       |       |      |
|   |    | JANUARY          |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| J   |    |                  |                  |                             | 1                          | 2       | 1      | New Year's - Holiday (No school) | 8.00  | 1.00  | 0.00  | 0.00  |      |
| A   | 3  | 4                | 5                | 6                           | 7                          | 8       | 9      | 4                                | School Resumes  | 36.00 | 4.00  | 28.08 | 4.00 |
| N   | 10 | 11               | 12               | 13                          | 14                         | 15      | 16     | 18                               | Martin Luther King Day (Non-contract teaching staff)              | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 17 | 18               | 19               | 20                          | 21                         | 22      | 23     | 21                               | End of 2nd Quarter  | 41.00 | 5.00  | 21.06 | 3.00 |
|   | 24 | 25               | 26               | 27                          | 28                         | 29      | 30     | 22                               | School Improvement/Grade Day 6 hours                              | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 31 |                  |                  |                             |                            |         |        |                                  |   | 0.00  | 0.00  | 0.00  | 0.00 |
|   |    | FEBRUARY         |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| F   |    |                  | 1                | 2                           | 3                          | 4       | 5      | 6                                |   | 36.00 | 4.00  | 28.08 | 4.00 |
| E   | 7  | 8                | 9                | 10                          | 11                         | 12      | 13     |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
| B   | 14 | 15               | 16               | 17                          | 18                         | 19      | 20     | 15                               | President's Day   | 41.00 | 5.00  | 21.06 | 3.00 |
|   | 21 | 22               | 23               | 24                          | 25                         | 26      | 27     | 19                               | School Improvement Day (All staff)                                | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 28 |                  |                  |                             |                            |         |        |                                  |   | 0.00  | 0.00  | 0.00  | 0.00 |
|   |    | MARCH            |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| M   |    |                  | 1                | 2                           | 3                          | 4       | 5      | 6                                |   | 36.00 | 4.00  | 28.08 | 4.00 |
| A   | 7  | 8                | 9                | 10                          | 11                         | 12      | 13     |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
| R   | 14 | 15               | 16               | 17                          | 18                         | 19      | 20     | 17-18                            | Parent Teacher Conferences  | 39.00 | 4.00  | 21.06 | 3.00 |
|   | 21 | 22               | 23               | 24                          | 25                         | 26      | 27     | 22-25                            | Spring Break  | 0.00  | 0.00  | 0.00  | 0.00 |
|   | 28 | 29               | 30               | 31                          |                            |         |        |                                  |   | 27.00 | 3.00  | 21.06 | 3.00 |
|   |    | APRIL            |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| A   |    |                  |                  | 1                           | 2                          | 3       |        |                                  |   | 9.00  | 1.00  | 6.85  | 1.00 |
| P   | 4  | 5                | 6                | 7                           | 8                          | 9       | 10     | 8                                | End of 3rd Quarter  | 40.00 | 4.50  | 28.08 | 4.00 |
| R   | 11 | 12               | 13               | 14                          | 15                         | 16      | 17     | 9                                | Grading Day (4 hours)   | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 18 | 19               | 20               | 21                          | 22                         | 23      | 24     |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 25 | 26               | 27               | 28                          | 29                         | 30      |        |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
|   |    | MAY              |                  |                             |                            |         |        |                                  |   |       |       |       |      |
| M   |    |                  |                  |                             |                            |         | 1      |                                  |   | 0.00  | 0.00  | 0.00  | 0.00 |
| A   | 2  | 3                | 4                | 5                           | 6                          | 7       | 8      |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
| Y   | 9  | 10               | 11               | 12                          | 13                         | 14      | 15     |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 16 | 17               | 18               | 19                          | 20                         | 21      | 22     |                                  |   | 36.00 | 4.00  | 28.08 | 4.00 |
|   | 23 | 24               | 25               | 26                          | 27                         | 28      | 29     |                                  |   | 36.00 | 5.00  | 21.06 | 3.00 |
|   | 30 | 31               |                  |                             |                            |         |        | 31                               | Memorial Day - Holiday (No School)                                | 8.00  | 1.00  | 0.00  | 0.00 |
|   |    | JUNE             |                  |                             |                            |         |        |                                  |   |       |       |       |      |
|   |    |                  | 1                | 2                           | 3                          | 4       | 5      | 3                                | Seniors Last Day  | 33.00 | 3.50  | 21.06 | 3.00 |
| J   | 6  | 7                | 8                | 9                           | 10                         | 11      | 12     | 4                                | Professional Development (6 hours)                                | 40.00 | 5.00  | 28.08 | 4.00 |
| U   | 13 | 14               | 15               | 16                          | 17                         | 18      | 19     | 5                                | High School Graduation  |       |       |       |      |
| N   | 20 | 21               | 22               | 23                          | 24                         | 25      | 26     | 9                                | Eighth Grade Promotion  |       |       |       |      |
|   | 27 | 28               | 29               |                             |                            |         |        | 10                               | End of 4th Qtr., Last Day for Students - (Half Day)               |       |       |       |      |
|   |    |                  |                  |                             |                            |         |        | 11                               | Records Day/Teachers Last Day - No Students                       |       |       |       |      |
|   |    |                  |                  |                             |                            |         |        |                                  | (Make up days, if needed All staff)                               |       |       |       |      |
|   |    | TOTAL            |                  |                             |                            |         |        |                                  |   |       |       |       |      |
|   |    |                  |                  |                             |                            | 1480.00 | 184.00 | 1047.63                          | 144.00  |       |       |       |      |

Blue dates - NO STUDENTS - Inservice/Teacher Improvement  
 Red Date - NO SCHOOL - Holidays  
 Orange dates - Records/Planning/Work Day  
 Grey dates - School not in session  
 Pink dates - Make up days





# **Siletz Valley School Friday Enhancement Program. Ghit- gvsh (We are Pulling)**

## **Siletz Valley School Friday Enhancement Program Proposal**

### **Vision**

The Friday Enhancement Program is designed to support students from kindergarten through 8th grade by providing additional academic support, personal development opportunities, and community engagement. By dedicating structured time on Fridays, the program aims to strengthen foundational skills, build confidence, and create a supportive environment where every student can thrive.

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## **Objectives**

### **Academic/ Enhancement Goals**

- Increase **Math and English proficiency by 5%** on standardized tests within one semester. Match that same increase for the following semester. As shown by State standardized tests performed by Siletz Valley School.
- School Culinary, STEM, OSU Explore & More and Cultural programs can use this time to get larger project based event

- School Field trips and Project based learning programs can be held and this will reduce students missing core classes during Monday through Thursday regular school.
  - Provide **educational enhancement opportunities** to help close educational gaps by the end of each Semester.
  - Offer **food, a safe place, and structured and non structured educational experiences** on an unscheduled school day to enhance learning opportunities on Fridays.
  - Our target group is K - 6th grade. About 80-100 students if they all attend.
- 

## Student Development Goals

- **Build self-confidence** by having each student set a personal goal and reflect on their progress monthly.
  - **Teach and enhance current skills** through best practices of education. Use project based education opportunities to allow for all modems of learning.
  - **Foster resilience** by encouraging a growth mindset and having students reflect monthly on challenges they overcame.
- 

## Community Goals

- Create **peer study groups** that promote collaboration and shared learning, targeting **80% student participation**.
- Incorporate more Dine Language classes taught by CTSI and Siletz Valley School staff with funding assistance by CTSI and STAHS.
- Launch a **community service project, such** as a family bingo night, food drive or neighborhood clean-up, by the end of each semester to enhance student participation and giving back to the community.

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## Staff Collaboration

Dear Teachers, Custodians, and Administrative Staff,

Every day, we witness how students from kindergarten through sixth grade have unique learning and developmental needs. By implementing the Friday Enhancement Program, we can create a supportive space for academic growth, personal development, and community building across all grade levels.

Your collaboration is essential. Together, we can ensure every child receives the strong educational foundation they deserve, creating a unified effort that benefits our entire school community.

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## Program Structure

- The program would operate **every Friday for K-8th-grade students**. Middle school students will be allowed in the building alongside high school students to enhance their studies and reduce their educational and social gaps.
- This schedule creates a dedicated time for targeted support while maintaining balance for staff and students.
- Fridays would focus on academics through High-Dosage Tutoring (HDT), enrichment activities, collaborative learning, and student reflection. Working hand in hand with the High Intensity Tutoring programs.
- Also there could be a drop in program for community members to access the program and show what we are doing for our students. This drop in

would cost \$40 donation a day when openings are available. First we will always support our enrolled students.

- Middle school and High school students will be able to also participate as peer mentors during the enhancement day. We all can be part of the solution.

This approach helps reinforce learning, boost student confidence, and keep students on track regardless of their starting academic level. We will meet our students where they are.

A typical day would be as follows:

7:45 drop off

8:00 Breakfast

8:30 Breakfast clean up

8:40 Expectations for the day, with rotations and deliverables

8:45 first rotation

9:35 Break/ snack

9:45 second rotation

10:30 break

10:45 third rotation

11:30 Lunch, younger half have their lunch then older half have theirs

12:30 end of lunch

12:35 Restate expectations

12:45 fourth rotation

1:30 break

1:40 fifth rotation

2:30 break/ snack

2:40 - 5:00 after school programming.

Rotations will have enhancement protocol and programming set. Math, English, and reading focus. Then depending on teachers scheduled on that day there could be science, Language, culture, drumming, carving or other exploratory options. We could have 5 options per rotation.

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## Funding and Scheduling Proposal

To support the program while maintaining the existing budget:

- Teachers would adjust their schedules by **reducing 30-40 minutes from daily prep time after school**, shifting the school schedule to **7:40 AM – 3:50 PM**.
- Siletz School will access 21st-century funding to support the program.
- High Dosage Touring (HDT)
- Maintenance staff would adjust by **reducing the one hour from their scheduled four-day workweek**.
- Administration will work every other Friday for administrative support.
- These adjustments would allow staff time to contribute to the Friday program without requiring additional financial resources.

Our goal is to **keep the overall budget the same while better meeting the needs of our students and community**.

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## Budget Goal

The objective is to **maintain the current school budget** while reallocating time and resources to provide meaningful academic support, safe spaces, and enrichment opportunities that students deserve.

With accessing 21st century, CTSI for funding and staff support, along with Siletz School Staff we will be able to provide this program to our students and community. We will also look into Boys and Girls club possibilities.

# Friday Enrichment Participation Tracking Guidance

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**Prepared for:** Siletz Valley School

**Purpose:** Optional Friday enrichment safety and participation tracking

**Date:** May 19, 2026

## Core Recommendation

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Siletz Valley School may call the Friday program **Friday Enrichment** and keep it separate from regular instructional attendance. The school should avoid describing Friday tracking as formal attendance. Instead, it should use terms such as **participation tracking, Friday enrichment safety roster, or check-in/check-out log.**

The recommended language is:

***Friday enrichment is optional and is not a regular instructional attendance day. However, once a student participates, the school will track the student for safety, supervision, transportation, meals, emergency response, and authorized release purposes.***

The short version is: **do not take official attendance; do take a participation and safety roster.**

## Recommended Tracking Categories

| Record  | Purpose   | Should It Count as Official Attendance?  |
|---|---|--|
| <b>Friday enrichment registration list</b>      | Shows which students parents said may attend that Friday.                           | <b>No.</b> This is planning and permission.  |
| <b>Friday enrichment check-in/check-out log</b> | Shows which students actually arrived, where they were assigned, and how they left. | <b>No.</b> This is a safety and supervision record.                                      |
| <b>Bus and field trip roster</b>                | Shows which students were transported or taken off campus.                          | <b>No,</b> unless the school has made that activity part of required instructional time. |

## Recommended Parent-Facing Language

*Because Friday enrichment is optional, students are not marked absent if they do not attend. However, if a parent registers a student for Friday enrichment, or if the student arrives on campus or rides school transportation, the school will track the student's participation for safety. Students may not leave campus, transportation, or a Friday activity without authorized release. If a student leaves without permission or cannot be accounted for, the school will contact the parent/guardian and may take additional safety steps.*

## Suggested Tracking Fields

| Field                              | Example   |
|------------------------------------|---|
| Student name                       | Jane Doe  |
| Grade                              | 6   |
| Parent/guardian permission on file | Yes/No  |
| Expected to attend                 | Yes/No  |
| Arrived/check-in time              | 8:42 a.m.   |
| Activity or group                  | Art, tutoring, field trip, wellness, gym                      |
| Transportation                     | Parent drop-off, bus, walked, other                           |
| Meal served                        | Yes/No, if needed for food program records                    |
| Released to                        | Parent, authorized adult, bus, independent release if allowed |
| Check-out time                     | 2:15 p.m.   |
| Notes or incident                  | Left without permission; parent called at 11:10 a.m.          |

## How to Handle a Student Who Leaves Without Permission

If a student signs in, rides the bus, joins a Friday enrichment activity, or otherwise comes under school supervision, the school should treat the student as supervised by the school until properly released. If the student leaves without permission, the school should treat the situation as a **student safety and unauthorized departure issue**, not as a formal attendance issue.

The school should immediately try to verify the student's location, notify an administrator, contact the parent or guardian, document what happened, and take additional safety steps if the student cannot be located or may be at risk.

## Recommended Internal Staff Language

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Staff should use consistent language:

***Friday enrichment participation is optional and is not recorded as regular school attendance. The school maintains a Friday enrichment participation roster for student safety, supervision, transportation, meal planning, emergency response, and authorized release.***

Staff should avoid saying, "We do not take roll, so we are not responsible." A better statement is:

***We do not take formal attendance for Friday enrichment, but we do maintain a safety roster for every student who participates.***

## Bottom Line

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The school can keep Friday enrichment optional while still being responsible and safe. The best practice is to separate **official attendance** from **student safety tracking**. Students should not be marked absent if they do not attend optional Friday enrichment, but students who do attend should be checked in, supervised, tracked during activities or transportation, and checked out through an authorized release process.

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**Note:** This document is practical guidance, not legal advice. The school should confirm its final procedure with its charter sponsor, district counsel, or legal counsel before adoption.

# Oregon Legal References for Friday Enrichment Check-In, Check-Out, and No Unauthorized Leaving

This memo addresses a narrow question for **Siletz Valley School**, an Oregon K–12 public charter school: if Friday enrichment is optional and not treated as regular attendance, can the school still require students who arrive to check in, stay in assigned supervised areas, check out before leaving, and be denied same-day re-entry after leaving without permission? The practical answer is **yes, with careful wording**. The school should not frame the Friday roster as official attendance; it should frame it as a **Friday enrichment participation and safety roster**. Once a student arrives, boards transportation, or joins a school activity, the school may enforce written behavior, safety, supervision, and release rules.

This is not legal advice. The school should confirm final language with its sponsor, district counsel, charter counsel, or the Oregon Department of Education before adoption.

## Bottom-line conclusion

Oregon law does not appear to contain one statute that says, word-for-word, “an optional enrichment day may be closed campus.” Instead, the authority comes from several connected legal sources. Oregon public charter law requires a charter proposal to include the school’s **governance structure, standards for behavior, and discipline procedures**. Oregon student conduct rules and statutes require students to comply with school rules and the lawful authority of teachers and school officials. Oregon law also supports parent notification, transportation accountability, student records compliance, and health/safety duties. Together, these authorities support a policy that says Friday enrichment is **optional before arrival, but supervised and controlled after arrival**. <sup>1 2 3 4</sup>

### School action

Require students to check in on Friday

Require students to stay in assigned areas

Require office check-out before leaving

### Best legal framing

Safety, supervision, emergency accountability, transportation, and release recordkeeping.

Written student conduct rule and safety/supervision procedure.

Authorized release and parent communication procedure.

Notify parents if a student leaves without permission

Student safety notification, not formal attendance reporting.

Deny same-day re-entry after unauthorized departure

Consequence for failure to follow Friday enrichment supervision rules, subject to school policy and administrator discretion.

Physically stop a student from leaving

Generally avoid unless there is an immediate safety emergency; restraint/seclusion laws are restrictive.

## Exact Oregon authorities and how they apply

### 1. ORS 338.045 requires charter proposals to include behavior standards and discipline procedures

ORS 338.045 governs public charter school proposal requirements. It requires the proposal to include, among other things, the school’s governance structure, admission policies, applicable statutes and rules, behavior standards, discipline procedures, calendar, and insurance/liability planning. <sup>1</sup>

ORS 338.045(2): “The proposal shall include, but need not be limited to:” “(f) The governance structure of the public charter school;” “(k) A description of admission policies and application procedures;” “(L) The statutes and rules that shall apply to the public charter school;” “(o) The standards for behavior and the procedures for the discipline, suspension or expulsion of students;” “(p) The proposed school calendar for the public charter school, including the length of the school day and school year;” “(v) The plan for performance bonding or insuring the public charter school, including buildings and liabilities.” <sup>1</sup>

For Friday enrichment, this means the school should place the Friday rules in a written, board-approved or administrator-approved policy, handbook addendum, parent agreement, or enrichment participation agreement. The legal point is that the school is not inventing “attendance” for Friday; it is enforcing **behavior and supervision rules** that are part of the school’s operational structure.

### 2. ORS 338.065 makes the executed charter legally binding

ORS 338.065 provides that the written charter contains the approved proposal provisions and is legally binding on the sponsor and the charter school governing body. <sup>2</sup>

ORS 338.065(2): “The sponsor and the applicant shall develop a written charter that contains the provisions of the proposal that have been duly approved by the sponsor and

public charter school governing body. ... The charter, when duly executed by the sponsor and the public charter school governing body, shall act as the legal authorization for the establishment of the public charter school. The charter shall be legally binding on both the sponsor and the public charter school governing body.” 2

For Friday enrichment, the safest approach is to make sure the school’s Friday procedures are consistent with the charter, handbook, board policies, and sponsor expectations. If the charter or handbook already authorizes enrichment programming, student conduct expectations, transportation procedures, and safety rules, the Friday check-in/check-out system fits naturally within that authority.

### **3. ORS 338.115 identifies laws that apply to Oregon public charter schools, including health/safety, student records, instructional time, and listed charter provisions**

ORS 338.115 says that not every statute that applies only to districts automatically applies to public charter schools, but then lists categories that do apply. The relevant categories include student records, health and safety statutes/rules, instructional-time requirements, laws expressly applying to public charter schools, and statutes/rules listed in the charter. 3

ORS 338.115(1): “Statutes and rules that apply only to school district boards, school districts or other public schools do not apply to public charter schools. However, the following laws do apply to public charter schools:” “(g) ORS 326.565, 326.575 and 326.580 (student records);” “(w) Any statute or rule that establishes requirements for instructional time provided by a school during each day or during a year;” “(x) Statutes and rules that expressly apply to public charter schools;” “(z) Health and safety statutes and rules;” “(aa) Any statute or rule that is listed in the charter; and” “(bb) This chapter.” 3

This matters because a Friday roster should be treated as a **student safety and participation record**, not a casual sign-in sheet. If the roster includes identifiable student information, the school should handle it consistently with student-record confidentiality obligations. The “health and safety” language also supports having an accountability system for students who are on campus, on transportation, or on field trips.

### **4. ORS 338.145 addresses public charter transportation responsibility**

ORS 338.145 specifically addresses transportation for public charter students. It provides that the public charter school is responsible for providing transportation to students who reside within the school district and attend the public charter school, subject to the statute’s details and district responsibilities. 4

ORS 338.145(1): “The public charter school shall be responsible for providing transportation to students who reside within the school district and who attend the public charter school. The public charter school may negotiate with a school district for the provision of transportation to students attending the public charter school.” 4

If transportation is offered on Friday, the school should use a **bus manifest** or transportation roster. A student who rides school transportation to Friday enrichment should be treated as under school supervision once the student boards or arrives, even though Friday enrichment itself remains optional.

## **5. ORS 339.240 and ORS 339.250 support written conduct rules and student compliance with school authority**

ORS 339.240 requires the State Board of Education to adopt minimum standards for pupil conduct and discipline and requires district boards to adopt and enforce written rules. ORS 339.250 says public school students must comply with school rules and submit to teachers’ authority. 5 6

ORS 339.240(1): “The State Board of Education in accordance with ORS chapter 183 shall adopt rules setting minimum standards for pupil conduct and discipline and for rights and procedures pertaining thereto that are consistent with orderly operation of the educational processes and with fair hearing requirements.” 5 ORS 339.240(2): “Every district school board shall adopt and attempt to give the widest possible distribution of copies of reasonable written rules regarding pupil conduct, discipline and rights and procedures pertaining thereto.” 5 ORS 339.250(1): “Public school students shall comply with rules for the government of such schools, pursue the prescribed course of study, use the prescribed textbooks and submit to the teachers’ authority.” 6

Because public charter applicability can be technical under ORS 338.115, the school should not rely on district-only language alone. Instead, Siletz Valley should make sure its own charter, board policies, student handbook, and Friday enrichment agreement expressly adopt or mirror the relevant conduct expectations. The policy should say that Friday enrichment participants must follow school rules, staff directions, and release procedures.

## **6. OAR 581-021-0050 requires written conduct and discipline rules covering attendance, vehicles, student records, and discipline**

OAR 581-021-0050 is an Oregon Department of Education administrative rule titled “Minimum Standards for Student Conduct and Discipline.” It requires written pupil conduct and discipline rules on topics that directly overlap with Friday supervision, including student assembly, vehicles, attendance, student records, and discipline. 7

OAR 581-021-0050(1): “School district boards shall prepare written rules of pupil conduct and discipline that shall include, but not necessarily be limited to, the following topics:” “(a) Assembly of students;” “(c) Motorized and nonmotorized vehicles;” “(e) Attendance;” “(h) Student records;” “(i) Discipline, suspension, and expulsion.” 7 OAR 581-021-0050(2): “School district rules pertaining to these topics shall include statements on student rights, responsibilities, and conditions which create a need for these rules.” 7

For Friday enrichment, this supports having a written procedure that clearly explains student rights and responsibilities. The school should avoid calling this “official Friday attendance” if Friday is optional. The better title is **Friday Enrichment Participation, Supervision, and Release Procedure**.

## **7. OAR 581-021-0055 says students must comply with written rules and lawful authority of school officials**

OAR 581-021-0055 is the clearest rule for day-to-day behavior expectations. It says students must comply with written rules, submit to the lawful authority of teachers and school officials, and may be disciplined for misconduct, including persistent failure to comply with lawful directions. 8

OAR 581-021-0055(1): “Students shall comply with the written rules of the school district board, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials, and conduct themselves in an orderly fashion.” 8 OAR 581-021-0055(2): “Students shall be liable to discipline, suspension, or expulsion for misconduct, including but not limited to:” “(b) Disruption of the school;” “(d) Damage or destruction of private property on school premises or during a school activity;” “(h) Persistent failure to comply with rules of the lawful directions of teachers or school officials.” 8

This is the strongest basis for a simple student-facing rule: **“If you come Friday, you must check in, stay with your assigned activity, follow staff directions, and check out before leaving.”**

## **8. ORS 339.071 supports same-day parent notification by analogy, even if Friday is not official attendance**

ORS 339.071 requires school districts to have an attendance notification policy requiring schools to notify parents by the end of the school day when a child has an unplanned absence. 9

ORS 339.071(2): “An attendance notification policy must: (a) Be implemented by each school in the school district; and (b) Require that each school ensure that a parent or other person in parental relationship to a child is notified by the end of the school day on

any day that the child has an unplanned absence.” 9 ORS 339.071(3): “Notification required by subsection (2)(b) of this section must be provided: (A) In person; (B) Directly by telephone; or (C) By any other method identified in writing by the parent or person in parental relationship to the child.” 9

For Friday enrichment, the school should be careful: if Friday is optional, a student who never shows up is not necessarily “absent” in the official Monday–Thursday attendance sense. But if the student was registered, rode the bus, checked in, or was observed on campus and then cannot be accounted for, the school should notify the parent immediately as a **student safety matter**.

## **9. ORS 339.285 to ORS 339.303 restrict physical restraint and seclusion**

The school can set closed-campus and no re-entry rules, but staff should not physically restrain a student merely because the student is trying to leave. Oregon restraint and seclusion laws are restrictive. ORS 339.291 provides that restraint or seclusion may not be used for discipline, punishment, retaliation, or convenience, and restraint is allowed only when the student’s behavior presents a reasonable risk of imminent and substantial physical or bodily injury and less restrictive interventions would not be effective. 10

ORS 339.291(1): “Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of personnel, contractors or volunteers of a public education program.” 10 ORS 339.291(2)(a): “Restraint may be used on a student in a public education program only under the following circumstances: (A) The student’s behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and (B) Less restrictive interventions would not be effective.” 10

This means the school’s policy should rely on **supervision, staff direction, parent notification, documentation, administrator response, and future participation limits**, not physical blocking or confinement. If a student is about to run into traffic or otherwise faces immediate danger, staff should follow Oregon restraint/seclusion law, district/charter policy, and training requirements.

## **Recommended policy language**

The following language fits the legal framework while keeping Friday enrichment separate from official attendance:

**Friday Enrichment Participation and Supervision Rule.** Friday enrichment is optional and is not recorded as regular school attendance. However, once a student boards school transportation, arrives on campus, checks in, or participates in a Friday enrichment activity, the student is under school supervision and must follow all school rules, staff

directions, and Friday enrichment procedures. Students must remain in assigned supervised areas or activities and may not leave campus, a field trip, transportation area, or assigned activity without authorized check-out through the office or designated Friday coordinator.

**Unauthorized Departure and Re-Entry.** If a student leaves Friday enrichment without authorized check-out, the school will contact the parent/guardian, document the incident, and determine appropriate next steps. A student who leaves without permission may not return to campus or rejoin Friday activities the same day unless approved by administration. Repeated failure to follow Friday enrichment supervision rules may result in limits on future Friday enrichment participation, consistent with school policy and applicable student discipline procedures.

**Parent Agreement.** I understand that Friday enrichment is optional and is not regular school attendance. If my student attends, rides school transportation, or participates in a Friday activity, my student must check in, remain in assigned supervised areas, follow staff directions, and check out before leaving. I understand that if my student leaves without permission, the school will contact me, document the incident, and may limit future Friday enrichment participation.

## Practical implementation checklist

The school should use a **participation and safety roster** rather than official Friday attendance. The roster should show who was expected, who arrived, where the student was assigned, whether the student rode transportation, and how the student was released. Field trips should have a separate roster and permission process. Transportation should have a bus manifest. Staff should have a clear protocol for unauthorized departure, including immediate administrator notification, parent/guardian contact, documentation, and a same-day re-entry decision.

| Procedure                   | Recommended minimum content  |
|-----------------------------|--|
| Friday sign-up              | Parent permission, expected arrival/departure method, emergency contact, field trip consent if applicable. |
| Check-in                    | Time arrived, arrival method, assigned activity/group, supervising staff member.                           |
| Movement between activities | Group roster, staff handoff, head count or roster check.   |
| Check-out                   | Time left, released to whom, bus/parent/authorized adult/independent                                       |

|                               |   |
|-------------------------------|---|
| <b>Unauthorized departure</b> | <b>release if permitted.</b><br><b>Time last seen, staff response, parent contact time, administrator decision, re-entry decision, incident note.</b> |
| <b>Re-entry</b>               | <b>Administrator approval required if the student left without authorized check-out.</b>  |

## References

- [1] ORS 338.045, Proposal requirements; technical assistance; buildings
- [2] ORS 338.065, Terms and form of charter; renewal; appeal
- [3] ORS 338.115, Applicability of laws; restrictions; powers; student diplomas and certificates of attendance
- [4] ORS 338.145, Responsibility for student transportation services; costs
- [5] ORS 339.240, Rules of student conduct, discipline and rights
- [6] ORS 339.250, Duty of student to comply with rules; student handbook or code of conduct
- [7] OAR 581-021-0050, Minimum Standards for Student Conduct and Discipline
- [8] OAR 581-021-0055, Standards of Conduct
- [9] ORS 339.071, Attendance notification policy
- [10] ORS 339.291, Use of restraint or seclusion

# Optional Friday Health and Enrichment Day Framework for Siletz Valley School

Prepared by Manus AI

Date: May 19, 2026

**Context:** K–12 Oregon public charter school in Lincoln County considering optional Friday health, enrichment, field trip, transportation, and food programming without treating Friday as a regular attendance day.

## Executive Summary

Siletz Valley School can likely design Friday as an **optional enrichment, wellness, and activity program** rather than as a normal required instructional day, but the school should not interpret “not taking roll” to mean “not accounting for children.” The safest distinction is to avoid taking **formal daily attendance for state attendance/ADM purposes** while still maintaining a **program participation roster, check-in/check-out log, transportation manifest, field trip roster, emergency contact list, and parent notification protocol** for every Friday participant.

The core recommendation is to create a written “Friday Optional Program” policy that says: **Friday is not part of the compulsory instructional schedule unless specifically designated otherwise; participation is optional and parent-authorized; students who attend are under school supervision and must follow school rules; students may not leave campus or a field trip except through authorized release; and parents will be notified promptly if a student expected for Friday programming does not arrive, leaves without authorization, or is missing from an activity.**

This approach respects Oregon’s attendance framework while addressing the school’s real duty of care. Oregon law requires regular attendance during the school term and requires attendance notification for unplanned absences on school days. <sup>1</sup> Oregon’s student accounting rule distinguishes the **regular school program** from programs outside the compulsory attendance structure, and it requires attendance accounting for regular school programs during the regular school year. <sup>2</sup> Oregon also focuses minimum instructional requirements on annual instructional hours rather than a mandatory five-day week. <sup>3</sup> For a public charter school, health and safety rules, instructional-time rules, tuition and fee laws, student records laws, and other expressly applicable laws remain important. <sup>4</sup>

**Plain-language answer:** The school should not say, “We are not taking roll, so we are not responsible.” Instead, it should say, “We are not taking state attendance for a

compulsory instructional day, but we are taking a safety roster for an optional school-sponsored program.”

## Key Legal and Operational Distinction

The school’s challenge is that “roll” can mean two different things. The first meaning is **official attendance accounting**: whether a student is present or absent for a required school day or instructional program for state reporting, truancy, chronic absenteeism, or ADM-related purposes. The second meaning is **safety accountability**: whether the school knows which children are physically present, which bus they rode, which group they joined, whether they are on a field trip, and whether they have been released to a parent or authorized adult.

Those two systems should be separated. The school may choose not to count Friday participation as required attendance, but once a child is on campus, on a school bus, eating a school-provided meal, or participating in a school-sponsored field trip, the school should account for that child as part of ordinary supervision and risk management.

| Issue               | What the School Should Avoid  | What the School Should Do Instead   |
|---------------------|---|---|
| Attendance          | Avoid calling Friday a regular required school day if the school does not want absences to count. | Call it an optional Friday enrichment/wellness program and confirm it is not part of required attendance unless designated otherwise. |
| Roll                | Avoid “no roll at all.”   | Use a <b>Friday participation roster</b> that is explicitly not state attendance reporting.   |
| Parent expectations | Avoid letting students appear informally with no written parent authorization.                    | Require parent opt-in, emergency contacts, transportation authorization, and release rules.   |
| Leaving campus      | Avoid an open-campus model for minors.  | Require check-out through the office or activity leader; notify parents immediately for unauthorized departure.                       |
| Field trips         | Avoid treating field trips as casual drop-in activities.  | Require trip-specific permission slips, rosters, chaperone assignments, medical information, and head counts.                         |

Transportation

Avoid transporting students without a manifest.

Use bus manifests for pickup, arrival, departure, and drop-off.

## Oregon Sources That Matter

Oregon’s compulsory attendance statute requires children ages 6 through 18 who have not completed grade 12 to regularly attend a public full-time school during the entire school term, with a related duty on parents or persons in control of the child to maintain regular attendance. <sup>1</sup> Oregon law also requires a district attendance notification policy so that parents are notified by the end of the school day when a child has an unplanned absence. <sup>5</sup> Although that provision is written for attendance-day absences, it is a strong model for optional Friday safety procedures.

Oregon’s student accounting rule defines a “**day in session**” as a scheduled day of instruction during which students are under the guidance and direction of teachers, and it defines the “**regular school program**” as the program offered to comply with state standards and compulsory attendance law, excluding programs such as summer school and adult education. <sup>2</sup> The same rule requires daily source records of enrollment, membership, and attendance for regular school programs, and it states that a student not scheduled to attend daily is marked present or absent only on days the student is scheduled to attend. <sup>2</sup>

Oregon’s instructional-time rule requires minimum annual instructional hours of 900 hours for grades K–8, 990 hours for grades 9–11, and 966 hours for grade 12, and it limits required daily instructional hours to 8 hours for grades K–8 and 8.5 hours for grades 9–12. <sup>3</sup> This supports the idea that Oregon schools can operate schedules other than a traditional five-day week, provided required instructional time and other legal obligations are met.

For public charter schools, Oregon law states that some laws that apply only to school districts or public schools do not automatically apply to public charter schools, but it expressly applies federal law, student records laws, criminal records check laws, tuition and fee laws, health and safety statutes and rules, instructional time requirements, and statutes or rules expressly applicable to public charter schools. <sup>4</sup> Oregon charter law also addresses transportation responsibilities for public charter school students, including that the public charter school is responsible for transportation for students residing within the district and may negotiate with a district, while the district may also have responsibilities for resident students in the same manner as nonchartered public school students, subject to not adding or extending routes. <sup>6</sup>

# Recommended Model: “Optional Friday Program,” Not “School Day Without Roll”

The school should consider adopting the following model in board policy, family handbook language, and Friday program procedures. The program should be framed as an **optional school-sponsored enrichment and wellness program** that may include health activities, tutoring, clubs, cultural activities, career exploration, outdoor education, field trips, meals, and supervised recreation. It should not be described as a regular required instructional day unless the school intends to count it as instructional time and attendance.

The key is that Friday participation should be **parent-authorized and roster-based**. Families should sign up in advance, ideally by a weekly deadline, but the school can also allow limited same-day participation if a parent or guardian signs the student in or confirms permission through an approved method. Once a student is accepted into the Friday program for that day, the student is under school supervision and may not leave without following the release procedure.

| Component       | Recommended Procedure  | Why It Matters   |
|-----------------|--|--|
| Parent opt-in   | Annual Friday program agreement plus weekly registration or trip-specific permission.  | Shows Friday is optional and clarifies parent expectations.            |
| Safety roster   | Maintain a roster of students expected, arrived, absent after expected arrival, released, transported, and on field trips.                       | Accounts for children without treating the roster as state attendance. |
| Check-in        | Students check in at one controlled location before joining activities.  | Establishes when school supervision begins.                            |
| Check-out       | Students leave only through office/program release to parent, authorized adult, bus, or written independent release for eligible older students. | Prevents “they just walked out” scenarios.                             |
| Parent notice   | Notify parents if a registered student does not arrive, leaves without permission, misses a bus, or is unaccounted for.                          | Aligns with attendance-notification principles and reduces risk.       |
| Student conduct | Apply the student code of conduct during Friday  | Optional does not mean unsupervised.                                   |

|             |  |   |
|-------------|--|---|
|             | programming, buses, meals, and field trips.  |   |
| Field trips | Use trip rosters, permission slips, medical info, chaperone ratios, and repeated head counts.                            | Field trips create heightened supervision needs.                |
| Food        | Track meal participation as required by the school's food program, but keep meal records separate from state attendance. | Food service data and attendance data serve different purposes. |

## How to Handle Students Who Leave Without Permission

The school should create a clear procedure for unauthorized departure. This is the practical heart of the issue.

If a student is checked into Friday programming, rides school transportation, or is listed as present with an activity group, the student should be treated as **under school supervision**. If the student leaves campus, separates from a field trip group, or fails to report to the next assigned activity, staff should not treat that as “not our issue because we did not take roll.” Staff should follow a missing-or-unauthorized-departure protocol.

A reasonable protocol would include immediate verification, quick campus search, radio or phone contact with staff, parent notification, documentation, and escalation to administration or law enforcement if the student's location or safety cannot be confirmed. For younger students, students with disabilities, medically vulnerable students, or students with known safety risks, escalation should be faster.

| Situation   | Recommended Response   |
|---|--|
| Registered student does not arrive by expected time       | Contact parent/guardian using the Friday contact method. Mark “registered/no-show; parent notified” in the program log.  |
| Student arrives and then leaves campus without permission | Attempt to locate immediately; notify administrator; call parent/guardian; document time, witnesses, and actions; consider law enforcement if safety is uncertain. |
| Student misses return bus or parent pickup                | Keep student supervised; call parent/guardian and emergency contacts; do   |

|  |  |
|--|--|
| Student disappears during field trip                   | not leave student unsupervised.<br>Stop activity, conduct immediate head count and area search, notify site security/administrator, call parent, and contact law enforcement if not quickly located. |
| Older high school student wants to leave independently | Allow only if parent has signed a specific independent-release authorization and the school has recorded the release time.   |

## Parent Communication Language

The school should be transparent with families. The parent message should not imply that Friday is casual or unsupervised. It should explain that Friday is optional but supervised.

**Sample parent-facing statement:** “Friday Health and Enrichment Day is an optional school-sponsored program. It is not a required attendance day unless the school gives written notice otherwise. Students who participate must be registered or signed in, must follow school rules, and may not leave campus or a field trip without authorized release. The school will maintain a Friday safety roster for supervision and emergency purposes. This roster is not the same as regular instructional attendance reporting. If a registered student does not arrive, leaves without permission, misses transportation, or cannot be accounted for, the school will contact the parent/guardian and may take additional safety steps as needed.”

## Recommended Forms and Records

The school should maintain the following records. These are not intended to create a formal Friday attendance day; they are intended to document permission, supervision, emergency readiness, and release.

| Record                          | Minimum Contents   | Retention/Use   |
|---------------------------------|--|---|
| Annual Friday program agreement | Parent permission, emergency contacts, medical alerts, conduct rules, release rules, transportation permissions. | Keep with student program records for the school year.  |
| Weekly registration list        | Student name, grade, selected activities, transportation   | Used to plan staffing, meals, and parent notifications. |

|                               |   |   |
|-------------------------------|---|---|
|                               | needs, expected arrival/departure.  |   |
| Day-of check-in/check-out log | Arrival time, activity group, departure time, release method, staff initials.                         | Core safety document for each Friday.               |
| Bus manifest                  | Pickup roster, actual riders, arrival confirmation, return riders, drop-off notes.                    | Required for transportation accountability.         |
| Field trip packet             | Permission slip, roster, chaperone list, medical info, emergency contacts, itinerary, head-count log. | Required before students leave campus.              |
| Incident log                  | Unauthorized departure, injury, behavior issue, missing student, parent contact, resolution.          | Used for safety review and liability documentation. |

## Design Options

The school has several viable options. The best fit depends on staffing, community expectations, funding, and tolerance for administrative burden.

| Option   | Description  | Advantages   | Risks or Tradeoffs                              |
|--|--|--|---|
| Option A: Registration-required Friday program             | Students must be registered by parent/guardian before attending.                           | Strongest accountability and easiest staffing/meal planning. | Less flexible for families who decide late.     |
| Option B: Drop-in allowed with parent confirmation         | Students may attend if parent confirms by phone/text/app or signs in.                      | More accessible and community-friendly.                      | Requires strong front-office check-in controls. |
| Option C: Activity-specific enrollment                     | Families sign up separately for clubs, field trips, wellness supports, tutoring, or meals. | Best for field trips and targeted services.                  | More administrative complexity.                 |
| Option D: High school open-campus with signed release only | Older students may leave independently   | Gives autonomy to older students.                            | Should not be used for younger students; still  |

only if parent signs an independent release.

requires documentation.

For a K–12 school, the safest default is **Option A for grades K–8 and Option A or D for grades 9–12**, with special care for students with disabilities, medical needs, behavior safety plans, or custody restrictions.

## **Practical Guardrails to Preserve the “Optional” Nature**

To reduce the risk that Friday is treated as a required attendance day, the school should avoid making Friday participation mandatory for grades, credits, required interventions, graduation requirements, or core instruction unless the school intentionally counts that time as instructional time. The school should avoid marking Friday absences in the normal attendance system if Friday is not part of the student’s scheduled required program. If a particular student is assigned Friday as part of a required intervention, credit recovery, discipline alternative, IEP service, or instructional plan, the school should ask counsel or ODE how to code that student’s participation because the legal analysis may change.

The school should also keep language consistent. Staff should not say “Friday school is required” in one place and “Friday is optional” in another. The board calendar, family handbook, transportation notice, permission slips, website, and staff procedures should all use the same terms.

## **Special Considerations**

Food, transportation, and field trips make the program more valuable, but they also make it more formal. If the school provides food through its own program, it should keep meal service records required by that program, but meal records should not be used as a substitute for a safety roster. If the school provides transportation, a bus manifest should be mandatory. If the school offers field trips, trip-specific permission slips and rosters should be mandatory even if the child already has a general Friday participation agreement.

The school should also review insurance coverage. It should confirm that Friday optional programming, field trips, transportation, volunteers, and food service are covered. If Friday activities include outdoor recreation, water, animals, tools, cooking, health screenings, or off-campus travel, the school should review activity-specific risk controls.

## **Recommended Immediate Next Steps**

The school should first ask its sponsor/district counsel or charter counsel to confirm that the proposed Friday program is not being counted as required instructional time or regular

attendance. The school should also consider sending a narrow question to the Oregon Department of Education attendance contact listed on its attendance page, asking how optional non-instructional Friday enrichment should be distinguished from regular attendance reporting. 7

Then the school should adopt a short written policy and operating procedure before the first Friday. The most important pieces are parent opt-in, controlled check-in, controlled check-out, transportation manifests, field trip rosters, and same-day parent notification.

## Bottom Line

The legally safer answer is not “do not take roll.” It is **“do not take formal state attendance for a non-required day, but absolutely take a safety roster.”** If a student attends Friday programming, the school should know that the student arrived, where the student is assigned, whether the student boarded a bus or field trip vehicle, and how the student was released. That safety system protects students, parents, and the school without necessarily converting Friday into a compulsory attendance day.

## References

[1] Oregon Revised Statutes Chapter 339, ORS 339.010 and ORS 339.020

[2] OAR 581-023-0006, Student Accounting Records and State Reporting

[3] OAR 581-022-2320, Required Instructional Time

[4] Oregon Revised Statutes Chapter 338, ORS 338.115

[5] Oregon Revised Statutes Chapter 339, ORS 339.071

[6] Oregon Revised Statutes Chapter 338, ORS 338.145

[7] Oregon Department of Education, Every Day Matters - Chronic Absenteeism Statutes and Rules



**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ACTION ITEM

**TOPIC:** APPROVE 2026-2027 SCHOOL BOARD CALENDAR

**PREPARED BY:** DANIELLE WELCH

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

---

**DESCRIPTION OF AGENDA ITEM:**

Approve 2026-2027 School Board Calendar

**RECOMMENDATION:**

Approve

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No



# **PUBLIC NOTICE**

## **SILETZ VALLEY SCHOOLS**

### **BOARD MEETINGS**

**2026-2027 SCHOOL YEAR**

**5:30PM AT SILETZ VALLEY SCHOOL**

**Tuesday, July 28, 2026**

**Tuesday, August 25, 2026**

**Tuesday, September 29, 2026**

**Tuesday, October 27, 2026**

**Tuesday November 24, 2026**

**Tuesday, December 15, 2026**

**Tuesday, January 26, 2027**

**Tuesday, February 23, 2027**

**Tuesday, March 16, 2027**

**Tuesday, April 27, 2027**

**Tuesday, May 25, 2027**

**Tuesday, June 29, 2027**

**We look forward to seeing you!**



**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ACTION ITEM

**TOPIC:** ADOPT 2026-2027 SVS BUDGET

**PREPARED BY:** DEBRA BARNES


**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

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**DESCRIPTION OF AGENDA ITEM:**

Adoption of 2026-2027 SVS Budget



**RECOMMENDATION:**

Approve

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No



**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ACTION ITEM

**TOPIC:** APPROVE 2026-2027 STAFF CONTRACTS

**PREPARED BY:** DEBRA BARNES

**WILL BE PRESENTED BY:** DEBRA BARNES

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

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**DESCRIPTION OF AGENDA ITEM:**

Approve 2026-2027 Staff Contracts

**RECOMMENDATION:**

Approve

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No



**SILETZ VALLEY SCHOOLS  
REGULAR BOARD MEETING AGENDA  
MAY 28, 2026**

**ITEM:** ACTION ITEM

**TOPIC:** EXECUTIVE SESSION

**PREPARED BY:** DANIELLE WELCH

**WILL BE PRESENTED BY:** SCHOOL BOARD MEMBERS

**TYPE OF ITEM:** Consent  Information  Discussion  Decision

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**DESCRIPTION OF AGENDA ITEM:**

**Executive Session:** To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing. (ORS 192.660(2)(i))

**RECOMMENDATION:**

Evaluate

**ADDITIONAL MATERIAL** Attached: Yes  No  Available: Yes  No

**2025-26 Superintendent Evaluation Report - Debra Barnes, Siletz Valley School**

Key: 4= Accomplished 3=Effective 2=Developing 1=Needs Improvement

The 2025-26 evaluation of (acting) Superintendent Debra Barnes includes two data sources-1) the Superintendent’s self-evaluation, and 2) the board’s direct observations and experience with the (acting) Superintendent.

The table below shows board members’ ratings on the Superintendent goals and the eight national performance standards for superintendents and the average score for each. The highest rated standard was XXXXX with a consensus score of XXX. The lowest rated standard score was XXXXX with a consensus score of XXX. All other standards, and both goals, had consensus ratings of XXX.

| <b>Standard, Goal or Performance Indicator</b>  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Avg.</b> |
|---|----------|----------|----------|----------|-------------|
| <p><b>Standard 1 - Visionary School Leadership</b></p> <ul style="list-style-type: none"> <li>Leads a collaborative process with the board to design (or reaffirm) the school's mission and vision that reflects a core set of values and priorities.</li> <li>Leads the diverse stakeholder involvement in the development (or revision) of the school's continuous improvement plan based upon the school's mission and vision.</li> <li>Implements the district's continuous improvement plan and communicate its progress.</li> </ul> |          |          |          |          |             |
| <p><b>Standard 2 - Ethics and Professional Norms</b></p> <ul style="list-style-type: none"> <li>Acts with fairness and honesty in all decision-making and stewardship of resources.</li> <li>Evaluates the moral and legal consequences of decisions, placing student well-being at the center.</li> <li>Promotes professional norms like perseverance, collaboration, and trust among school staff</li> <li>Regulatory Compliance: Adheres strictly to the Ethical Educator rules (OAR 584-020-0035)</li> </ul>                          |          |          |          |          |             |
| <p><b>Standard 3 - Inclusive School Culture</b></p> <ul style="list-style-type: none"> <li>Develops and maintains a supportive, equitable, culturally responsive and inclusive school culture.</li> <li>Evaluates, cultivates and advocates for equitable access to resources necessary to support the success and well-being of each student.</li> <li>Ensures equitable, inclusive and culturally responsive instructional and behavior support practices among teachers, administrators and staff.</li> </ul>                          |          |          |          |          |             |

| Standard, Goal or Performance Indicator  | 4 | 3 | 2 | 1 | Avg. |
|--|---|---|---|---|------|
| <p><b>Standard 4 - Culturally Responsive Instructional Leadership</b></p> <ul style="list-style-type: none"> <li>● Evaluates, designs, fosters and implements coherent systems of curriculum instruction supports, assessment and instructional leadership.</li> <li>● Implements coordinated systems of support, coaching and professional development for staff.</li> <li>● Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being and instructional leadership.</li> <li>● Ensures instruction throughout the school utilizes culturally responsive practices and all staff are trained.</li> </ul>             |   |   |   |   |      |
| <p><b>Standard 5 - Communication and Community Relations</b></p> <ul style="list-style-type: none"> <li>● Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.</li> <li>● Engages and effectively communicates with diverse families, community partners, and other constituencies to strengthen student learning.</li> <li>● Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for school and community needs.</li> <li>● Goes beyond the school and local community to advocate for students at the county, regional and/or state level.</li> </ul>                          |   |   |   |   |      |
| <p><b>Standard 6 - Effective Organizational Management</b></p> <ul style="list-style-type: none"> <li>● Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.</li> <li>● Establishes productive relationships with associations while managing labor relations and contracts effectively.</li> <li>● Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.</li> <li>● Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership activity.</li> </ul> |   |   |   |   |      |
| <p><b>Standard 7 - Effective Financial Management</b></p> <ul style="list-style-type: none"> <li>● Develops a proposed budget in accordance with board priorities and school direction.</li> </ul>   |   |   |   |   |      |

| Standard, Goal or Performance Indicator  | 4 | 3 | 2 | 1 | Avg. |
|--|---|---|---|---|------|
| <ul style="list-style-type: none"> <li>● Manages the equitable implementation of school resources aligned with the budget adopted by the board.</li> <li>● Communicates the budget priorities and ensures regular updates on implementation of the budget.</li> </ul>  |   |   |   |   |      |
| <p><b>Standard 8 - Policy, Governance and Advocacy</b></p> <ul style="list-style-type: none"> <li>● Develops relationships, leads collaborative decision making and governance and represents and advocates for district needs in local, county and state policy conversations.</li> <li>● Cultivates a respectful and responsive relationship with the school board of education, focused on achieving the shared mission and vision of the school.</li> <li>● Implements, maintains and communicates school, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.</li> </ul> |   |   |   |   |      |
| <p><b>Goal #1</b> Standard 8.3: The superintendent will complete a thorough review of all policies and ARs for OSBA accuracy and language accessibility in Sections G, I, J and K/L by June 30, 2026.</p>  |   |   |   |   |      |
| <p><b>Goal #2</b> Standard 4.3: The superintendent will monitor the implementation of the School Improvement Plan and regularly provide updates on progress toward the SIP goals at SVS Board meetings.</p>  |   |   |   |   |      |
| <p><b>Goal #3</b> Professional Goal: The superintendent will complete the two-year AASA National Superintendent Certification Program by June 2027.</p>  |   |   |   |   |      |



## Principal/VP Evaluation

Evaluation Date:

### Standard 1: Visionary Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

#### District Administrator Standard 1 ▲

| Leadership Standards  | UNSATISFACTORY  | BASIC   | PROFICIENT  | DISTINGUISHED   |
|---|---|---|---|---|
| <b>LEADERSHIP STANDARDS Standard 1</b><br><b>A. Collaboratively develops and implements a shared vision and mission</b><br><b>Indicators:</b> •Site council/Staff meeting minutes<br>•Parent/Community/staff surveys •Community meetings/outreach<br>•Website/Publication<br>•Communication •100-day plan                       | The vision or mission for the school and what the school stands for is not fully developed.   | The majority of staff and students understand the vision and mission of the school  | All staff and students understand the vision and mission of the school. The vision and mission guide school practices.  | Characteristics and qualities of the school's mission and vision are highly evident throughout the school community. The vision and mission drive school practices. |
| <u>Enter Notes and Evidence</u>   |   |   |   |   |
| <b>LEADERSHIP STANDARD-Standard 1</b><br><b>B. Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning</b><br><b>Indicators:</b> •Data included in administrator SLO •Visible alignment between school goals and data (SIP) •Data team meetings •PLC/PD •100-day plan | Inconsistently uses data to assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals. Decisions are not always data-driven. | Uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals. | Actively uses, and empowers others in the use of data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals as evidenced by student achievement. | Actively uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measureable school and district goals.  |
| <u>Enter Notes and Evidence</u>   |   |   |   |   |

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| <b>LEADERSHIP STANDARDS-Standard 1 C. Creates and implements plans to achieve goals</b><br><b>Indicators:</b> •Shares with stakeholders at community meetings •Staff meeting minutes re: goals, planning, progress, etc. •Site Council •100-day plan  | <p>Staff have little understanding of goals or effective methods or activities to achieve them.</p>  | <p>School and staff goals are communicated effectively and methods and activities to achieve goals are well understood by most staff.</p>   | <p>School and staff goals are communicated effectively and methods and activities to achieve goals are well understood and implemented by all staff.</p>   | <p>School and staff goals are communicated effectively and staff are motivated and empowered to implement methods and activities to achieve goals.</p>   |
| <u>Enter Notes and Evidence</u>   |  |   |  |  |
| <b>LEADERSHIP STANDARDS-Standard 1 D. Promote continuous and sustainable improvement</b><br><b>Indicators:</b> •Staff/PLC agendas •Data team observations •Distributed leadership/PD for developing leadership capacity •Long-term budget planning •Staffing/master schedule planning •100-day plan | <p>Does not develop effective plans and processes for sustainable improvement processes for implementing the vision.</p>   | <p>Develops plans and processes implementing the vision by doing some of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.</p> | <p>Develops plans and processes implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources amongst shared leadership within a highly motivated staff.</p> | <p>Develops plans and processes for implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.</p> |
| <u>Enter Notes and Evidence</u>   |  |   |  |  |
| <b>LEADERSHIP STANDARDS-Standard 1 E. Monitors and evaluates progress and revises plans accordingly</b><br><b>Indicators:</b> •Progress monitoring/Benchmark testing •Staff/PLC agendas •Mid-year SLO conferencing •Data teams •PLC •Staff Observation  | <p>Does not use multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.</p> | <p>Uses multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.</p>  | <p>Consistently uses multiple data sources to evaluate educator and school performance. Regularly provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.</p>   | <p>Engages staff in consistently uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated data and a comprehensive diagnosis leading to a results-orientated strategic plan.</p>   |
| <u>Enter Notes and Evidence</u>   |  |   |  |  |
| <b>Rubric Score: 0/0</b>  |  |   |  |  |

## STANDARD 2 - Instructional Improvement

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

### District Administrator Standard 2

| Leadership Standards   | UNSATISFACTORY  | BASIC   | PROFICIENT  | DISTINGUISHED  |
|--|---|---|---|--|
| <b>LEADERSHIP STANDARDS-Standard 2 A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations</b><br><b>Indicators:</b> •Observation of teacher feedback delivery •Observation notes •Staff survey/school climate results •Talent-Ed comments •Staff request feedback on instructional practices | <p>Does not foster an atmosphere of trust and is unapproachable. Has inconsistent expectations for staff and student performance.</p> | <p>Fosters an atmosphere of trust and is approachable by staff and students. Has consistent expectations for staff and student performance.</p> | <p>Models collaboration. Fosters an atmosphere of trust and is approachable by staff and students. Staff and students feel safe to take learning risks. Staff and students have consistently high expectations for their performance.</p> | <p>Fosters an atmosphere of trust and is approachable by staff and students. Has consistently high expectations for staff and student performance.</p> |

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| <p><b>LEADERSHIP STANDARDS-Standard 2 B. Creates a comprehensive, rigorous and coherent curricular program</b><br/> <b>Indicators:</b><br/> <ul style="list-style-type: none"> <li>•Data/Learning teams</li> <li>•Student data/evidence</li> <li>•Materials evaluations</li> <li>•Pacing guides/curriculum maps</li> <li>•Grade level alignment (vertical/departmental)</li> </ul> </p>  | <p>Follows the current curricular program.</p>  | <p>Monitors the curricular program.</p>  | <p>Consistently and effectively monitors the curricular program to ensure continued rigor.</p>   | <p>Models high expectations of rigor for all curricular programs. Empowers staff to monitor and improve curriculum related to teaching assignments.</p>  |
| <u>Enter Notes and Evidence</u>  |   |  |  |  |
| <p><b>LEADERSHIP STANDARDS-Standard 2 C. Creates a personalized and motivating learning environment for students</b><br/> <b>Indicators:</b><br/> <ul style="list-style-type: none"> <li>•Student/parent/staff surveys</li> <li>•Recognition of student &amp; staff achievement (assemblies, PBIS, etc.)</li> <li>•Observation of interaction with students and staff</li> </ul> </p>  | <p>Inconsistently monitors the learning environment for students.</p>   | <p>Monitors and nurtures the learning environment for all students.</p>  | <p>Models a genuine interest in the personal success of every student. Creates a school culture which is motivating for staff and students.</p>  | <p>Consistently and effectively monitors and nurtures the success of every student.</p>  |
| <u>Enter Notes and Evidence</u>  |   |  |  |  |
| <p><b>LEADERSHIP STANDARDS-Standard 2 D. Ensures the development of assessment and accountability systems to monitor student progress</b><br/> <b>Indicators:</b><br/> <ul style="list-style-type: none"> <li>•100-day plan for implementation of PD/PLC time</li> <li>•CFAs, common rubrics, meeting notes</li> <li>•Collaboratively scored work samples</li> <li>•Progress monitoring schedule</li> </ul> </p>   | <p>Inconsistently supports the PLC process and often uses the PLC time for other needs.</p>   | <p>Promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.</p>   | <p>Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.</p>  | <p>Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics, as evidenced by student achievement.</p>             |
| <u>Enter Notes and Evidence</u>  |   |  |  |  |
| <p><b>LEADERSHIP STANDARDS-Standard 2 E. Develops the instructional and inconsistently supports professional Collaborates in PLC meetings, links Consistently and effectively Consistently and effectively collaborates in leadership capacity of staff</b><br/> <b>Indicators:</b><br/> <ul style="list-style-type: none"> <li>•Staff/PLC agendas</li> <li>•Data team observations</li> <li>•Distributed leadership/PD for developing leadership capacity</li> <li>•Provides building-and teacher-specific PD</li> </ul> </p> | <p>Inconsistently supports professional development and leadership opportunities. Professional development is unconnected to student or staff needs. PLC meetings are not effective, norms and protocols are not consistently followed.</p> | <p>Collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities</p> | <p>Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities. PLC meetings, links professional development to student and staff needs and empowers teachers to pursue leadership opportunities.</p> | <p>Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities.</p> |
| <u>Enter Notes and Evidence</u>  |   |  |  |  |

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| <b>LEADERSHIP STANDARDS-Standard 2 F. Promotes the use of the most effective and appropriate technologies to support teaching and learning</b><br><b>Indicators:</b> <ul style="list-style-type: none"> <li>•Pinnacle training</li> <li>•Hardware/software training</li> <li>•Collaboration with district technology coach</li> <li>•Integrated use of technology in meetings</li> </ul> | Inconsistently provides training on the use of technologies for the improvement of instruction. Does not model the effective use of technology and best practices as reflected in staff meetings, observations and conversations. | Seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations. | Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations. | Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Is an example of the effective use of technology and best practices as reflected in staff meetings, observations and conversations. |
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Enter Notes and Evidence

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| <b>LEADERSHIP STANDARDS-Standard 2 G. Monitors and evaluates the impact of instruction</b><br><b>Indicators:</b> <ul style="list-style-type: none"> <li>•Frontline evaluation cycle</li> <li>•Walkthrough cohort</li> <li>•Program/curriculum observation rubrics, staff generated observation rubrics</li> </ul> | Inconsistently monitors the quality, fidelity, and rigor of instructional practices. | Monitors the quality, fidelity, and rigor of instructional practices. | Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices and empowers staff to do the same. | Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices. |
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Enter Notes and Evidence

**Rubric Score: 0/0**

## STANDARD 3 - Effective Management

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

### District Administrator Standard 3

| Leadership Standards  | UNSATISFACTORY   | BASIC  | PROFICIENT  | DISTINGUISHED  |
|---|--|--|---|--|
| <b>LEADERSHIP STANDARDS-Standard 3 A. Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.</b><br><b>Indicators:</b> <ul style="list-style-type: none"> <li>•Collaboration with district IT department</li> <li>•Long-term budget planning</li> <li>•Grant-writing</li> <li>•Area meetings</li> <li>•Regular budget review</li> </ul> | Resource allocations may not align with the vision for the school. with the vision for the school. Resources are not used effectively and responsibly. | Resource allocations are aligned with the vision for the school. Resources are used effectively and responsibly. | Resource allocations are prioritized to align with the enhance and promote the school's vision. Resources are efficiently and responsibly used. The educational leader is innovative in obtaining additional resources. | Resource allocations and expenditures enhance and promote the school's vision. The educational leader is innovative in obtaining additional resources. The educational leader builds and promotes staff capacity to obtain additional resources which directly impact student achievement. |

Enter Notes and Evidence

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| <b>LEADERSHIP STANDARDS-Standard 3 B. Promotes and protects the welfare and safety of students and staff</b><br><b>Indicators:</b> <ul style="list-style-type: none"> <li>•Monthly safety meeting/drill schedule</li> <li>•Staff meeting minutes/agendas</li> <li>•Core behavior instruction</li> <li>•Student/staff conversations</li> <li>•Collaboration with district and community partners</li> <li>•Student/parent handbook</li> </ul> | Communicates safety and behavior expectations inconsistently to staff and students. | Clearly communicates safety and behavior expectations to staff and students. Reinforces expectations. | Clearly communicates and collaborates with staff and students in establishing building safety plans and behavior guidelines that promote student achievement. Staff and students can articulate the importance of expectations. | Clearly and consistently communicates safety and behavior expectations to staff and students. Creates systems to reinforce expectations. |
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Enter Notes and Evidence

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| <p><b>LEADERSHIP STANDARDS-Standard 3 C. Ensures teacher and organizational time is focused to support quality instruction and student learning</b><br/> <b>Indicators:</b> •Master schedule planning/bell schedule •Intervention schedule planning •Observation notes</p> | <p>Instructional time for core content varies from classroom to classroom.</p> | <p>Instructional time for core content is consistent from classroom to classroom.</p> | <p>Ensures that instructional time is focused and protected to support quality, intensity and student learning.</p> | <p>Ensures that all teacher and instructional time is focused and protected to support quality instruction and student learning. Engages staff in planning instruction in order to maximize time available which leads to high levels of student achievement.</p> |
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Enter Notes and Evidence

**Rubric Score: 0/0**

## STANDARD 4 - Inclusive Practice

### District Administrator Standard 4

| Leadership Standards  | UNSATISFACTORY   | BASIC  | PROFICIENT  | DISTINGUISHED   |
|---|--|--|---|---|
| <p><b>LEADERSHIP STANDARDS-Standard 4</b><br/> <b>A. Collects and analyzes data pertinent to student equity and achievement gaps</b><br/> <b>Indicators:</b> •SIP •Benchmark/progress monitoring data •Staff/student/community surveys</p>  | <p>Uses data resources which do not represent the full picture of school performance and does not analyze the data accurately.</p>   | <p>Identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.</p>  | <p>Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately. The results have a direct impact on student achievement.</p>   | <p>Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.</p>  |
| <u>Enter Notes and Evidence</u>   |  |  |   |   |
| <p><b>LEADERSHIP STANDARDS-Standard 4</b><br/> <b>B. Understands and integrates the community's diverse cultural, social and intellectual resources</b><br/> <b>Indicators:</b> •Cultural events integrated into school day •Communication with local business/social/parent groups •Family nights representative of entire school population</p> | <p>Misunderstands and/or inconsistently integrates the community's diverse cultural, social and intellectual resources.</p>  | <p>Understands and integrates the community's diverse cultural, social and intellectual resources.</p>   | <p>Deeply understands and consistently integrates the community's diverse cultural, social and intellectual resources</p>   | <p>Deeply understands and consistently includes staff and students in integrating the community's diverse cultural, social and intellectual resources.</p>  |
| <u>Enter Notes and Evidence</u>   |  |  |   |   |
| <p><b>LEADERSHIP STANDARDS-Standard 4</b><br/> <b>C. Builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes</b><br/> <b>Indicators:</b> •Involvement in community events •Diverse site-council •Participate in service/community organizations •Boosters</p>       | <p>Rarely visible to the public, staff and students. No partnerships exist to support students and staff. Leader is unresponsive to stakeholder needs and does not involve them in school decision making.</p> | <p>Visible to the public, staff and students. Partnerships exist to support students and staff. Leader is responsive to stakeholder needs and involves them in school decision-making processes.</p> | <p>Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs. Proactively seeks community partnerships that effect student achievement and school decision-making.</p> | <p>Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs and consistently involves them in school decision-making processes.</p> |
| <u>Enter Notes and Evidence</u>   |  |  |   |   |

**Rubric Score: 0/0**

## STANDARD 5 - Ethical Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

| Leadership Standards   | UNSATISFACTORY   | BASIC  | PROFICIENT   | DISTINGUISHED  |
|--|--|--|--|--|
| <b>LEADERSHIP STANDARDS-Standard 5 A. Demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect</b><br><b>Indicators:</b><br>•Staff/community surveys •Transparency in budgeting, staffing, schedule, etc. •Staff meeting/site council minutes •Staff notebook/handbook, staff memos | Occasionally engages in unprofessional behavior.   | Maintains appropriate confidentiality and integrity.   | Maintains a professional demeanor, demonstrates integrity, models ethical behavior, and contributes to the profession.   | Is a role model who consistently demonstrates integrity, fairness, and ethical behavior; proactively contributes to the development of others and provides service to the profession.  |
| <u>Enter Notes</u>   |  |  |  |  |
| <b>LEADERSHIP STANDARDS-Standard 5 B. Demonstrates behaviors that are honest, transparent and consistent</b><br><b>Indicators:</b><br>•Staff/community surveys •Transparency in budgeting, staffing, schedule, etc. •Staff meeting/site council minutes •Staff notebook/handbook, staff memos  | Lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality. | Generally exercises sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately. | Is a model of sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Has the same expectations for staff.  | Reliably exercises sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and has the same expectations for staff.   |
| <u>Enter Notes</u>   |  |  |  |  |
| <b>LEADERSHIP STANDARDS-Standard 5 C. Ensures a system of accountability for every student's academic and social success</b><br><b>Indicators:</b> •SST meetings/process •Collaboration with SBHC, HELP, LCMH,LIFT, etc. •Plan for translators/interpreters •Parent/teacher conferences •Family advocate role  | Supports staff and families to identify student needs and necessary support systems resulting in minimal success.                          | Works with staff and families to identify student needs and necessary support systems, resulting in student success.   | Models the identification of each student's academic, social, emotional and behavioral needs. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in student success. | Models the identification of each student's academic, social, emotional and behavioral needs. Empowers staff, students and families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in high levels of student achievement. |
| <u>Enter Notes</u>   |  |  |  |  |
| <b>Rubric Score: 0/0</b>   |  |  |  |  |

## STANDARD 6 - Socio-Political Context

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

### District Administrator Standard 6

| Indicators | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
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| <p><b>LEADERSHIP STANDARDS-Standard 6 A. Advocates for children and families</b><br/> <b>Indicators:</b> •Family advocate •Participate in Family advocacy meetings (Seashore, Family Promise, HELP, LIFT, LCMH, Behrens Foundation, Angels Anonymous or other district, county or local agencies)</p>   | <p>Advocates for children and families with inconsistent results.</p>                           | <p>Advocates for children and families resulting in some student successes.</p>  | <p>Models advocacy for children, families resulting in student successes.</p>  | <p>Empowers staff, children, families to advocate for themselves resulting in high levels of student achievement.</p>   |
| <p><u>Enter Notes</u></p>   |   |  |  |   |
| <p><b>LEADERSHIP STANDARDS-Standard 6 B. Acts to influence local, district, state and national decisions affecting student learning</b><br/> <b>Indicators:</b> •COSA, MWEC, Rotary, City Council, Boosters, Chamber of Commerce</p>  | <p>Attends to local factors (within the school or district) that influence student success.</p> | <p>Attends to local factors (within the school and district) that influence student success, and is aware of larger political, social or economic context.</p> | <p>Attends to and takes an active role in political, social, economic, legal and cultural factors and their influence on school and student success.</p> | <p>Attends to and takes an active role in terms of studying the factors and their influence on student success, taking an active advocacy role and leading efforts to influence a change in the factors through funding, legislation or educating others.</p> |
| <p><u>Enter Notes</u></p>   |   |  |  |   |
| <p><b>LEADERSHIP STANDARDS-Standard 6 C. Accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies</b><br/> <b>Indicators:</b> •Attending conferences, sharing information •Collaborating at area and grade level meetings •Knowledgeable/Share information from recent research, articles, etc.</p> | <p>Is aware of emerging trends but does not adjust leadership strategies accordingly.</p>       | <p>Is aware of emerging trends and makes attempts to adjust leadership strategies accordingly.</p>   | <p>Has a complete understanding of emerging trends and is able to successfully adapt leadership strategies to maximize effects on student learning.</p>  | <p>Has an in-depth understanding of emerging trends and is able to effectively adapt leadership strategies. Is a catalyst for positive change in the district.</p>  |
| <p><u>Enter Notes</u></p>   |   |  |  |   |
| <p><b>Rubric Score: 0/0</b></p>   |   |  |  |   |