

AGENDA

Wednesday, May 13, 2026

Regular Board Meeting, CSD Board Room 6:00 pm

1.0 Meeting Business

Flag Salute

- 1.1 Approval Agenda & April 8, 2026, Regular School Board Mtg Minutes
- 1.2 *Tentative Executive Session May 27, 2026 @ 5:00 pm*
- 1.3 Second Budget Committee Meeting May 27, 2026 @ 6:00 pm
- 1.4 Special School Board Meeting June 10, 2026 @ 5:00 pm
- 1.5 Special School Board Meeting July 15, 2026 @ 6:00 pm
- 1.6 Policy Meeting June 3, 2026, @ 1:00 pm

2.0 School Spotlight

Valedictorian/Salutatorian Presentation – Paige Yi & Tiffany Clapper

3.0 Presentation

- 3.1 Title VI Attestation of OASIE Grant (Indian Education) - Tanya Sinko
- 3.2 Senate Bill 141 -

4.0 School/Program Written Reports

- 4.1 Winter Lakes High School
- 4.2 Winter Lakes Elementary
- 4.3 Coquille Jr High School
- 4.4 Coquille Sr High
- 4.5 Coquille Valley Elementary
- 4.6 Lincoln School
- 4.7 Athletic Director
- 4.8 Technology Supervisor
- 4.9 Food Service Supervisor
- 4.10 Transportation Supervisor
- 4.11 School Resource Deputy
- 4.12 Assistant Superintendent
- 4.13 Maintenance Department

5.0 Fiscal Report

- 5.1 Appropriations by Fund & Function
- 5.2 Monthly Summary Report
- 5.3 Object Summary Report

6.0 Superintendent's Report

- 6.1 Correspondence – Yes
- 6.2 Population Report

AGENDA

7.0 **Discussion/Action**

- 7.1 Approval and Adoption of, 5th & 6th Social Studies Curriculum from TCI “History Alive!”; 7th – 12th US History and Geography from McGraw-Hill
- 7.2 Approval of Mini Split/Electrical work to replace Boiler at CJSHS
- 7.3 Approval of STAR Interim Assessments Purchase

8.0 **Consent Agenda**

- 8.1 Cash Donations
- 8.2 Non-Cash Donations
- 8.3 New Hire – Brittany Grenebemer - Teacher - CVE
- 8.4 New Hire – Amy Huckins – Teacher -CVE
- 8.5 New Hire – Chris Ivy – Teacher – CJSHS
- 8.6 New Hire – Heather Baumer – SLPA
- 8.6 New Hire – Alex Gilbert – EA – WLE
- 8.7 New Hire – Bronwyn Boyd – Teacher – CJSHS
- 8.8 New Hire – Cayla Painter – ParaPro – LSEL
- 8.9 New Hire – Elijah Callicot-Simmons – Teacher -CJSHS
- 8.10 New Hire – Polly Latta – Teacher – WLHS
- 8.11 New Hire – Cynthia Nelson – Teacher - WLHS
- 8.12 Resignation – Kenden Findley – Teacher - CJSHS

9.0 **Staff/Public Comments**

*At the discretion of the Board chairman, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card prior to the Board meeting in order to allow the chairman to provide adequate time for each agenda item. (Please keep all comments to **3 minutes**)*

10.0 **Adjournment**

COQUILLE SCHOOL DISTRICT #8
Board of Directors Regular Meeting Minutes
April 8, 2026

Coquille School District Board Room
970 N Central Blvd., Coquille, OR

1.0 Meeting Business

The regular meeting of the **Coquille School District Board of Directors** was called to order on April 8, 2026, at 6:00 pm by Board Chair Melinda Millet

Flag Salute

Roll Call

Board Members Present:

Melinda Millet	Present	Marsha Frost	Present
Steve Britton	Present	Heather Echavarria	Absent
Sharon Nelson	Present	Lucas Taylor	Absent
Kayla Pritchett	Present		

Motion by Steve Britton to approve tonight's Agenda and the Regular Board Meeting Minutes from March 11, 2026, and Marsha Frost seconded the motion; it passed unanimously with the following vote:

Melinda Millet	Aye	Marsha Frost	Aye
Steve Britton	Aye	Kayla Pritchett	Aye
Sharon Nelson	Aye		

Upcoming Meetings

Board members reviewed upcoming meeting dates, including:

- Budget Committee Meeting scheduled for May 13, 2026, at 5:00 p.m.
- Second Budget Committee Meeting scheduled for May 27, 2026, at 6:00 p.m.
- June Special Board Meeting scheduled earlier to accommodate 8th Grade Graduation.

2.0 SCHOOL SPOTLIGHT

Although the agenda listed Coquille High School – Paige Yi as the School Spotlight presentation, the Board received a presentation from Lincoln School of Early Learning staff and students.

Principal Amy May introduced Lincoln staff and students who presented on science and literacy instruction occurring at Lincoln School of Early Learning.

Pre-K Teacher Kaylee Shrum presented several hands-on science activities used in the classroom, including:

- Oobleck experiments
- Volcano demonstrations using baking soda and vinegar
- Butterfly life cycle observations
- Walking rainbow capillary action experiments
- Weather and cloud experiments
- Simple machines instruction

Students participated in the presentation and discussed vocabulary and scientific concepts learned throughout the year.

Amy May commended staff for creating positive and engaging learning experiences for students and highlighted the enthusiasm students show toward attending school and participating in classroom activities.

Cassie Green, Dean of Students, presented information regarding Lincoln's implementation of the UFLI phonics program from the University of Florida Literacy Institute.

Discussion included:

- Explicit and systematic phonics instruction
- Staff professional development and peer observations
- Student engagement and literacy growth
- Alignment with the science of reading
- Expansion of phonics instruction across grade levels

Kindergarten teachers Mrs. Crook, Mr. Martin, and students demonstrated portions of the program for the Board.

Board members discussed the long-term literacy benefits of the program and its alignment with district instructional goals.

Lincoln staff also reminded families about upcoming preschool and kindergarten roundup opportunities.

3.0 PRESENTATIONS

Social Studies Curriculum Adoption

Principal Tanya Sinko discussed the district's social studies curriculum adoption process. A committee consisting of teachers and administrators reviewed curriculum materials and recommendations aligned with Oregon Department of Education standards.

Discussion included:

- Teachers Curriculum Institute materials
- Geography curriculum needs at the junior/senior high school
- Budget-conscious textbook purchasing
- Updated McGraw Hill materials
- Public review requirements for curriculum adoption

Curriculum samples were made available for public review.

Board and Superintendent Roles Presentation

Superintendent Wayne Gallagher reviewed the respective responsibilities of the School Board and district administration, including:

- Budget adoption and monitoring
- Curriculum approval and implementation
- Personnel responsibilities
- Community relations
- Labor negotiations
- Student services
- Facilities oversight

He emphasized the importance of collaboration among all district roles to support student success.

4.0 WRITTEN REPORTS

Winter Lakes High School

Principal Tiffany Clapper answered questions regarding prom scheduling and graduation timelines. Discussion also included strategies for supporting seniors through attendance challenges and “senioritis.”

Winter Lakes Elementary

Tanya provided updates on state testing participation and discussed testing participation rates among in-person and distance learners.

Coquille Junior/Senior High School

Board members discussed upcoming activities, track meets, and graduation progress.

Coquille Valley Elementary

Principal Armando Ruiz reported on the successful fifth grade Outdoor School experience at Camp Myrtlewood.

Discussion included:

- Student learning experiences
- Native American storytelling
- Science and outdoor education activities

- Staff and volunteer appreciation
- Grant funding support

Board members discussed continuing Outdoor School opportunities in future years.

Lincoln School of Early Learning

Board members thanked Amy May and Lincoln staff for the evening's presentation and wished staff well for upcoming kindergarten roundup events.

Athletic Director Report

Discussion included:

- Successful track meets
- Junior high softball and baseball participation
- Positive student involvement in athletics

Technology Report

Board members thanked Technology Supervisor Sean Wire for maintaining district technology systems and acknowledged the behind-the-scenes nature of technology support.

Food Service Report

No questions were raised regarding the food service report.

Transportation Report

Transportation Supervisor Nate Marshall reported that three district buses had been sold, with the final bus scheduled for pickup the following week.

School Resource Deputy Report

Deputy John Owens provided updates regarding the district's Driver's Education program.

Facilities and Special Education Report

Jeff Philly discussed assistance provided during district track meets and ongoing facilities support.

Board members expressed appreciation for his continued contributions.

5.0 FISCAL REPORT

Business Manager Denese Hale reviewed the district's fiscal report and projected contingency balance.

Denese explained that financial reports are prepared conservatively using "worst case scenario" projections. She also reviewed upcoming state school fund reconciliation information that would be presented during the next budget presentation.

6.o SUPERINTENDENT REPORT

Superintendent Wayne Gallagher:

- Congratulated staff involved with Outdoor School
- Discussed correspondence received from community members
- Recommended follow-up meetings to address questions and concerns
- Reported district enrollment had increased by nine students from the previous month
- Reviewed proposed Board goals
- Presented summer facilities project updates

Summer Projects

Projects discussed included:

- Gym floor refinishing
- Bathroom and classroom flooring upgrades
- Electrical upgrades
- Mini split installation
- Window replacement projects
- Office remodels
- Safety and visibility improvements
- Grounds maintenance and landscaping contracts

Discussion also included possible future uses for Lincoln's current office space, including social worker and nursing support areas.

Pension Obligation Bond Analysis

Superintendent Gallagher presented information regarding a proposed Pension Obligation Bond analysis through OASBO to evaluate possible long-term PERS savings opportunities.

Discussion included:

- Potential reductions in district PERS obligations
 - Risks associated with bond participation
 - Historical examples from other Oregon districts
 - The purpose of the analysis as an informational tool for future Board consideration
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7.0 DISCUSSION/ACTION ITEMS

7.1 Goals

Superintendent Gallagher reviewed proposed Board goals that had been discussed during the previous work session.

7.2 Summer Projects

Superintendent Gallagher reviewed summer facilities and maintenance projects planned throughout the district, including flooring upgrades, electrical work, mini split installation, office remodels, window replacement projects, gym floor refinishing, and campus safety improvements.

7.3 Landscaping/Weed Eating Contract 2026–2027

Discussion occurred regarding district grounds maintenance contracts and continued partnerships for sports field maintenance and weed abatement.

7.4 Pension Obligation Bond

Superintendent Gallagher presented information regarding a proposed Pension Obligation Bond analysis through OASBO to evaluate possible long-term PERS savings opportunities.

Discussion included:

- Potential reductions in district PERS obligations
- Risks associated with bond participation
- Historical examples from other Oregon districts
- The purpose of the analysis is an informational tool for future Board consideration

Motion by Steve Britton to approve Discussion/Action items 7.1 through 7.4, and Marsha Frost seconded the motion; it passed unanimously with the following vote:

Melinda Millet	Aye	Marsha Frost	Aye
Steve Britton	Aye	Kayla Pritchett	Aye
Sharon Nelson	Aye		

8.0 CONSENT AGENDA

The Board reviewed the following consent agenda items:

- 8.1 Cash Donations
- 8.2 Non-Cash Donations
- 8.3 Resignation – Trey Pruitt – WLHS – Teacher
- 8.4 Resignation – Lisa Downing – LSEL – SPED Teacher
- 8.5 Resignation – Samantha Herron – CJSHS – Teacher

- 8.6 New Hire – Bethany Watts – CJSHS – Teacher
- 8.7 New Hire – Brian Bergstedt – LSEL/CHS – Custodian
- 8.8 Re-Approval Paid Leave Oregon Equivalent Plan 2026–27 with The Standard
- 8.9 Re-Approve 2026–2027 Calendar
- 8.10 Second Reading of Policies:
 - GBEC – Drug-Free Workplace
 - IGD-AR – Policy and Rules for Student Participation in all Extracurricular Activities
 - IKF – Graduation Requirements
 - JO/IGBAB-AR – Education Records/Records of Students with Disabilities Management

Motion by Steve Britton moved to approve Consent Agenda Items 8.1 through 8.10. Marsha Frost seconded the motion. Motion carried unanimously, with the following vote:

Melinda Millet	Aye	Marsha Frost	Aye
Steve Britton	Aye	Kayla Pritchett	Aye
Sharon Nelson	Aye		

STAFF/PUBLIC COMMENT
No staff or public comments were presented.

ADJOURNMENT
Board Chair adjourned the meeting at 7:07 pm.

Approved

Detailed Meeting Notes

Attendance, Academic Progress, Graduation Pathways, and Student Support Systems

K–2 Attendance, Staffing, and Student Supports

Current and Planned Staffing Investments

Discussion began with a review of staffing investments tied to improving K–2 attendance and student success. Current and planned supports include:

- Cassie Green in the new student position
- An additional social worker
- A paraprofessional for preschool, potentially full day or half day, depending on need
- A nurse position as a key attendance support, since student health directly affects school attendance

It was emphasized that healthy students are more likely to attend school consistently, and that the nurse plays an important role in communication between the school, families, and medical providers.

Curriculum and Program Investments

The group reviewed curriculum investments already in place:

- Into Reading
- Into Math
- UFLI for phonics support
- Frog Street curriculum for three- and four-year-olds
- Enrichment opportunities including science, art, and music

These were framed as part of the district’s larger effort to support attendance and engagement by making school meaningful and developmentally appropriate.

Attendance Incentives and School Climate

The team discussed the systems already in place to encourage attendance and belonging, including:

- PBIS rewards and incentives
- Monthly character trait certificates
- Attendance awards
- Spirit weeks
- Attendance competitions by grade level
- A deliberate effort to make the school environment more welcoming when students arrive late

There was strong agreement that students and families should never feel punished for arriving late. The goal is to encourage attendance, not shame families for barriers they may be facing.

New and Upcoming Changes

Several upcoming changes were discussed as possible attendance supports:

- Revamping and rebranding daycare into a monthly slot-based system to serve more students
- Expanding the before- and after-school program at CBE through sixth grade, with targeted tutoring included
- Continuing daily PE and recess to support student health and engagement
- Offering a new free preschool for three-year-olds
- Continuing vertical and horizontal alignment between buildings and grade levels
- Launching a “Start Strong” bus/van for students who miss the regular bus or need short-term transportation support
- Ongoing use of FSPs, safety plans, 504s, and IEPs to support student success
- Maintaining an ongoing attendance PLC so attendance remains an active focus
- Recognition that free meals for all students may help attendance by ensuring students arrive to a warm, safe, and supportive environment



Cognille

School District #8

Section 3

The team agreed that this section effectively reflected both current efforts and future actions tied to improving K–2 attendance.

Importance of Belonging and Barriers to Attendance

Culture of Belonging

Lincoln was described as a school centered on belonging. Staff emphasized that when families feel connected, and students feel they belong, they are more likely to attend regularly.

Major Barriers to Attendance

Several barriers were identified:

1. Family Misunderstanding of Illness and Attendance

Families are still relearning what illnesses should actually keep a child home. Staff shared that some parents keep children home for extended periods for minor symptoms such as a cough, even when there is no fever or diarrhea.

The group agreed more family education is needed around when a child should stay home versus when they should still attend school.

2. Families Underestimate the Importance of Pre-K and Kindergarten

A major concern raised was that families often do not realize how much learning happens in pre-K and kindergarten. Some parents may believe missing a day is not a big deal, when in reality students are building:

- Early literacy
- Problem-solving
- Social-emotional skills
- School routines
- Readiness for future grades

The group agreed that families sometimes underestimate the academic and developmental importance of early childhood education.

Family Education and Parent Communication

Family Education Nights and Parent Meetings

The idea of family education nights was discussed, similar to Head Start family education events. However, it was noted that anything labeled like a “parenting class” would likely be poorly received. Instead, the team discussed making expectations clear through school processes already in place.

Individual Family Meetings Instead of Traditional Orientation

Rather than a traditional group orientation, Lincoln already sets up individual meetings for every pre-K and kindergarten family. These meetings allow staff to:

- Learn about each child
- Build early family relationships
- Set expectations from the beginning
- Begin discussing academic and developmental benchmarks

The group agreed this is more effective than a general orientation.

Jump Start and Early Communication

Jump Start prior to the school year was mentioned as another important support that should be included in planning.

Family Progress Communication

There was discussion about giving families simple, easy-to-understand information about student progress. The idea was to send home visuals that show where students are in relation to benchmarks, possibly with a simple marker or progress bar format.

The team agreed that these tools should align with report cards and be easy for parents to understand.

Chronic Absenteeism Language and District-Wide Attendance Processes

Use of Chronic Absenteeism Language

The group discussed whether the same language about chronic absenteeism should be used consistently across all schools, including the concept that students missing more than 10% of school are at risk. There was support for using common language district-wide so families hear the same message no matter which building their child attends.

Visual Attendance Tools

A newer attendance format was mentioned that includes:

- Individual family meeting support
- A blank calendar that can be colored in to show missed days
- A more visual representation of student absences

The group felt that visual tools may help families better understand the cumulative impact of missing one day each week.

Need for District-Wide Consistency

There was strong agreement that attendance processes should not vary too much between buildings, especially in a small district where families may have children in multiple schools. Important processes should be standardized rather than living in people's heads.

The group discussed creating common expectations around:

- When letters are sent
- When calls are made
- When family meetings occur
- What communication happens at each attendance threshold

One idea was to set attendance actions at common intervals, such as every five weeks or another agreed-upon schedule.

Social Worker Role and Building-Level Attendance Teams

Location and Function of the Social Worker

There was discussion about housing the social worker at Lincoln while also using that person to support all buildings.

Questions were raised about how that role would work in practice and whether the person would be acting more as a social worker or part of a care/attendance system.

Role of CARE Solace

CARE Solace was identified as a potentially strong resource for students and families, especially because school counselors and staff are not equipped to provide clinical therapy. Staff emphasized that many students need:

- Clinical mental health services
- Psychiatric support
- Medication management
- Outside counseling resources

The group agreed that the school's role should be helping students and families connect with outside supports rather than trying to serve as therapists.

Need for Scheduled Meetings With the Social Worker

The discussion shifted to whether building administrators should have regular meetings with the social worker to discuss student needs. The group supported setting up regular time, potentially weekly or bi-weekly, for administrators to review students who are on the radar due to attendance or SST concerns.

Attendance and SST Teams

It was agreed that every building should have a group regularly meeting to talk about attendance and intervention. Schools already have structures like SST teams, attendance teams, and 9th grade on-track teams. The idea is to formalize those processes and ensure the social worker can connect with each building regularly.

Website and Attendance Communication Improvements

Need for More Robust Attendance Information

The group agreed that district and school websites need to be improved so attendance information is easier for families to find. Concerns were raised that:

- Families may not know whether to go to the main page or individual school pages
- Attendance rules are the same across buildings, so the information should be easy to access from anywhere
- Families need quick access to information on when to send students to school and when to keep them home

Website Improvements Suggested

Suggestions included:

- Adding an attendance tab
- Including ORS language and policy information
- Posting illness guidance
- Making rules and expectations easy to find
- Simplifying navigation

Julie noted that some tabs had already been changed and more changes were being considered.

Attendance Coding and Reporting Accuracy

A significant operational issue was raised about how attendance had been coded in Synergy. Staff explained that the way some partial absences were entered was incorrectly marking students absent for a full day, which would have a major impact on attendance data reported to ODE.

The team discussed the need to make sure all buildings are entering attendance the same way and verifying that the problem has been corrected district-wide.

Daycare Expectations and Attendance Habits

The new daycare structure was discussed as a way to set stronger expectations with younger families early. The idea is that if expectations around consistent attendance are established in daycare and preschool, families may carry those habits into kindergarten and beyond.

Attendance Letters, Calls, and Re-Engagement Processes

Current Practice at Lincoln

Michaela currently generates attendance notices, including:

- Action on the third consecutive day absent
- Action on the seventh consecutive day absent

Teachers are also expected to reach out.

District-Wide Attendance Contact Ideas

The group discussed whether all schools should follow a shared process, such as:

- Day 3: Call home
- Day 7: Call and/or letter
- Day 10: Another letter
- Day 17: Notice of drop if student has not returned

There was interest in creating district-wide consistency around these interventions.

Re-Enrollment and Re-Engagement

A concern was raised that dropped students sometimes simply reappear with little consequence or follow-up. One suggestion was to require a small re-enrollment step or inconvenience, but it was recognized that staff do not want to punish children for adults' failures.

One building described using a re-engagement meeting when students are dropped and later return. At that meeting, families must:

- Meet with staff
- Buy back into the process
- Sign expectations
- Show productivity moving forward

This was seen as a stronger model for accountability.

Revocation of IEPs for Students Who Are No Longer Engaged

It was also shared that, in partnership with another administrator, the district has begun revoking IEPs when families have disengaged despite extensive outreach. Staff noted that this is different from past practice and reflects a stronger stance on accountability and re-engagement.

Retention in Kindergarten Through Third Grade

Stronger Retention Stance

A major discussion point centered around retention. There was strong support for retaining students who are not ready to move on, particularly in kindergarten through third grade.

It was emphasized that district policy already gives schools the authority to retain students and that retention decisions are not ultimately the parents' right under board policy.

Why Retention Is Being Reconsidered

Several reasons were given:

- Kindergarten today is much more academically demanding than in the past
- Students are being moved forward without foundational skills
- The district has historically hoped students would catch up later
- Many students do not catch up until much later, if at all
- Reading and math outcomes suggest that earlier intervention is needed

The discussion referenced Mississippi's reading gains, including their use of statewide curriculum, science of reading, teacher professional development, coaching, and retention practices. The conclusion was that if learning in the early grades is important, the district must act like it is important.

Communication With Families About Retention

The group agreed retention decisions must be supported by:

- Early communication
- Repeated notices
- Family meetings
- Evidence such as attendance, IXL scores, and readiness measures

Families should be told throughout the year if their child is behind, not only at the end.

Retention Timeline

The current policy language points to the end of the second trimester, roughly around spring break, as the point when retention decisions are finalized. There was discussion about whether to move that timeline earlier, but the general conclusion was to keep it around spring break so students have as much time as possible to catch up before a final decision is made.

Special Education and Retention

Questions were raised about how retention applies to students with disabilities. The view shared was that if a child is retained during that "gift of time" year and still is not average the following year, there may be something more going on that should be considered.

Knight's Retention Scale

One existing district tool discussed was the Knight's Retention Scale, which can be completed by both parents and teachers. It asks structured questions and produces a recommendation. If any item scores a five, the child is not considered a retention candidate. This tool was described as useful in helping guide thoughtful decisions.

TAG Identification Question

A question was also raised about how the district is identifying TAG students while also discussing retention for struggling learners. Current identification practices include teacher or family referral and use of IXL and ISIP-style performance indicators.

Transportation and Safe Routes

Start Strong Bus

The Start Strong bus/van was revisited as a practical intervention for younger students who:

- Miss the regular bus
- Need short-term transportation
- Have family disruptions that interfere with getting to school

It was clarified that Lincoln's one-mile transportation boundary mainly affects students living near the courthouse and nearby streets.

Social Worker and Transportation Barriers

If students are not getting to school because a parent cannot get them out of bed or is struggling, the plan is for the social worker to work with that family around barriers and supports.

Safe Walking Routes

A suggestion was raised about creating a safer "walk to school" support model, possibly involving volunteers or high school students. However, this led to broader discussion about the lack of sidewalks and crosswalks near Lincoln.

It was noted that:

- Lincoln does not have safe sidewalks or crosswalks
- District leaders have already raised this issue with the city manager and city council
- The city suggested grant funding, but grant priorities often go to larger districts with bigger safety issues

This remains a major structural barrier.

CBE Attendance, Curriculum, Instruction, and Interventions

Armando's Presentation: Supports and Investments

Curriculum and Instructional Investments

Armando described key investments supporting student success, including:

- A seven-year adoption cycle for curriculum
- HMH Into Reading as a 90-minute instructional block
- Focus on small-group, whole-group, and writing instruction
- Continued use of iXL for progress monitoring and sharing data with families
- Title I support through Danielle
- One-to-one technology and Chromebooks
- UFLI training from Amy and Cassie's staff
- Continued refinement of reading curriculum and writing instruction

Writing and Language Development

The school is beginning stronger conversations around writing traits and more intentional writing instruction. Staff want students to hear and use language such as:

- Conventions

- Organization
- Writing traits

There was discussion about the importance of not only formal writing but also letting students write freely to build confidence and writing stamina.

Classroom Structure for Next Year

CBE plans to have four placements for third graders next year, including:

- A 2–3 blend
- A 3–4 blend

This is seen as a major opportunity to be thoughtful about classroom composition and challenge higher-achieving students.

Attendance Successes

Attendance systems at CBE were described as more connected and successful. Each grade had attendance over 90% in March. Incentives include:

- Weekly attendance recognition
- Monthly incentives
- March Madness attendance competitions
- Planned NBA-themed attendance competitions

Mrs. Dixon was recognized for leading this work.

Teacher Strength and Consistency

Armando emphasized the importance of teacher quality and consistency, referencing research that three years of highly effective teachers is one of the strongest predictors of student growth. There are also current hiring decisions that will be important for continuing that momentum.

SST and 504 Processes

SST teams were described as strong and increasingly effective. More final 504 plans have been written this year than ever before, demonstrating how many students need support outside of special education. Staff are doing better at moving students through the process when accommodations are needed.

Before and After School Care With Tutoring

The expansion of before- and after-care at CBE was described as a major opportunity, especially if high school students can provide tutoring and help younger students complete work before going home.

Lesson Planning and Alignment

Teachers use PlanBook and align lessons to standards. There is strong emphasis on:

- Grade-level collaboration
- Vertical alignment
- Shared planning
- Data analysis to inform instruction

Retention Discussion at CBE

Armando noted that historically retention has only happened when parents requested it. There was interest in shifting to a stronger school-led retention process tied to standards, attendance, and effort.

Questions Raised

Questions and discussion points included:

- Which students should be placed in the 2–3 and 3–4 blend classrooms
- Whether higher-performing students should be intentionally placed there
- Whether the 2–3 blend could function almost like a TAG-style opportunity
- How reading intervention works and whether it is pull-out or push-in
- Whether math interventions should be added more intentionally
- How technology, keyboarding, and basic computer skills should be taught across grades

There was broad support for building a districtwide progression for technology and keyboarding, starting as early as fourth grade.

Eighth Grade Math Discussion

Challenges Identified

The eighth grade math section focused on serious long-term concerns. Main problems identified included:

- Historically low eighth grade math performance
- A revolving door of junior high math and Algebra I teachers
- Student motivation issues, especially late in the year
- No current intervention system
- Heavy number of students scoring at level one

It was noted that scores had once been near 47% and had dropped as low as 9.3%.

Current Math Instruction

Current math instruction includes:

- Amplify Math
- Worksheets
- Small-group work
- Writing on tables with partners
- Direct instruction

Amplify was described as useful because it is aligned to content and state testing tools, including calculators and format.

Concerns About Curriculum Fidelity

Although Big Ideas is the adopted curriculum, staff admitted it is not being used consistently. Teachers are pulling pieces from multiple resources instead of implementing one full curriculum with fidelity.

Planned Supports and Interventions

Proposed next steps included:

- K–12 math alignment work during the May PD day
- Universal screening and interim assessments
- Stronger RTI systems
- Differentiation in classrooms
- Growth mindset and resilience instruction
- A new math intervention period added to the schedule
- Jake Cochran providing tier three interventions for both special education and general education students
- Need for a general education EA with math skills
- Bi-weekly or weekly progress monitoring
- Daily arithmetic fact practice
- More math-specific professional development and PLC work

Motivation and State Testing

There was discussion about the difficulty of motivating students for state testing, especially when they do not see direct consequences or rewards tied to the results. At the same time, staff emphasized the importance of creating a positive culture around testing and not allowing teachers to undermine it. The group agreed that while state testing has limitations, student success in math remains a critical long-term indicator for graduation and college/career readiness.

Freshman On-Track Discussion

Strengths Identified

The transition to freshman on-track focused on areas where the district already has some strengths. Albert emphasized that one of the biggest assets is the presence of an academic advisor. That role was described as the linchpin of the process because the advisor helps:

- Identify students early
- Monitor progress
- Guide interventions
- Communicate with staff and families

Additional supports mentioned included:

- CTE teachers and programs that keep students engaged
- A freshman on-track committee that monitors progress and follows through on interventions
- SST involvement when issues become more serious

Curriculum and Program Supports

Program supports tied to freshman on-track include:

- Credit recovery options
- Summer school
- CTE offerings
- Introductory shop and agriculture opportunities
- On-site summer school, which data show is far more effective than online summer school

The data referenced showed much higher success rates for students attending on-site summer school than those doing online recovery.

Monitoring Tools

Current tools used include:

- A shared spreadsheet for at-risk students and students of concern
- Real-time and frequent progress monitoring
- Peer-to-peer connection through student mentors

Albert shared that students often respond more strongly to messages from older students than adults, which can help with transition and buy-in for incoming ninth graders.

Scheduling and Committee Structure

The freshman on-track process would continue to rely on:

- A dedicated team
- A set schedule
- Quarterly checkpoints
- Regular intervention windows every three to four weeks

Four-Year and Five-Year Completers, Freshman On-Track, and Winter Lakes Programming

Introduction to the Discussion

The group transitioned into a discussion focused on four-year completers and five-year completers. It was noted at the start that there was still a lot to cover and that the district has a significant number of five-year completers, making this an important area of focus.

This section was identified as Tanya's committee work. Committee members included:

- Tanya
- Albert
- Paige
- Misty, serving in her academic advisor role
- Katherine, who contributed periodically
- Sandra, who attended at least one session
- Additional staff participation varied depending on the meeting

The committee reviewed district data and also compared findings with other districts. They made phone calls to several districts to better understand what other schools were doing to improve four-year completion rates.

Major Finding: Attendance Is the Foundation of Completion

A central conclusion from the committee's work was that if students are not coming to school, they are not going to stay on track to graduate. The team emphasized that this begins much earlier than high school. Attendance issues start in the elementary years and continue upward, affecting academic skill development and long-term readiness for graduation.

The discussion connected attendance directly to freshman on-track status and graduation outcomes. It was noted that one of the clearest academic indicators is ninth grade English. If a student does not pass ninth grade English, they are immediately off track for a four-year graduation path. That failure often begins the path toward becoming a five-year completer.

The group agreed that attendance and academic engagement must be addressed early and consistently because students who are not attending regularly are not building the necessary academic foundation.

Programs That Pull Students Into School**CTE and Career-Focused Programs**

The group identified several strong programs that are serving as "pull factors" for students:

- Agriculture, which currently serves a large number of students and was described as a strong, successful program
- Construction, which has been difficult to sustain due to staffing challenges, but has become successful once stabilized
- Cosmetology, which is now moving into the Oregon Health Licensing phase and will begin serving live clients on campus next year
- Drone certification, which offers two levels:
 - A basic level
 - A commercial level that can lead directly to employment opportunities
- Simulator-based programming, including trucking and CDL-related experiences, with students successfully going on to earn their CDL once they turn 18

These programs were described as highly valuable because they help students see relevance in school and connect education to future careers.

VR and Hands-On Learning Opportunities

The group also discussed use of:

- VR headsets at Tanya's and Paige's campuses
- Expanded experiential learning opportunities
- Alternative ways for students to engage beyond sitting in a traditional classroom

Examples mentioned included virtual dissection experiences, hands-on PE activities, and other immersive learning formats that may better engage students who struggle in conventional settings.

College and Career Exposure

Additional engagement supports included:

- College visits
- Career fairs
- Athletics
- Music
- Extracurricular activities
- Summer classes
- New elective offerings

It was emphasized that all of these opportunities can help students feel connected and motivated to remain in school.

Summer School as a Key Lever for Graduation Success

A major conclusion from the committee was that summer programming is one of the most important strategies for keeping students on track.

The group discussed summer school as not just a recovery option, but a way to:

- Build relationships
- Re-engage students
- Catch up failed credits
- Create momentum before the next school year begins

It was noted that the district is trying to strengthen summer school and make it more robust and intentional.

Albert reinforced the importance of investments in CTE, athletics, and relationship-based programming, noting that these are not extra programs. They are critical parts of what gets students to school and helps them remain engaged academically.

He also pointed out the connection between athletics and academics. For many students, athletics is the reason they come to school consistently. If they are not in school, they cannot practice or compete. That connection helps reinforce attendance and academic participation.

Jump Start and Early High School Credit Opportunities for Eighth Graders

The conversation shifted into possible strategies that could improve four-year graduation rates before students even enter high school.

One idea discussed was a summer jumpstart opportunity for incoming eighth graders moving into high school. The team felt this could help students begin building relationships and help ease the transition into the high school environment.

Another strategy discussed was allowing advanced eighth grade students to begin taking high school-level classes earlier. Examples included:

- Ag
- Robotics
- Spanish
- Band
- Choir
- Algebra I
- Science courses such as Physics

It was noted that only a few students currently take advantage of these accelerated opportunities, but they can help students build credits early and create flexibility later. This is especially helpful for students who may need elective credits by senior year.

There was also discussion about how students who struggle in advanced high school classes can be moved back down if needed, but that starting stronger students earlier may create both motivation and long-term benefit.

Credit Recovery and English as the Primary Barrier

Why Ninth Grade English Matters

Students who fail ninth grade English immediately fall behind in the required sequence of four English credits. Because English must be passed year by year, students who fail early often struggle to catch up.

Current Credit Recovery Practices

It was shared that credit recovery has changed significantly in recent years. In the past, students were often allowed to wait until they were seniors before being pushed into credit recovery. That was described as ineffective.

The current model is more immediate. When a student fails a class, especially English, staff now create a plan right away. That plan may include:

- Online credit recovery immediately
- Summer school
- Taking multiple English courses the following year if appropriate

The team emphasized that they are no longer waiting until senior year to address missing credits.

Summer Credit Recovery

There was discussion about whether English and other subjects are offered in person during summer school or primarily online.

It was shared that:

- Summer school currently includes a teacher present every day
- Most recovery is still online
- There have been attempts to offer in-person English, but that approach was not always effective
- Staff continue to evaluate what works best

The general consensus was that immediate intervention and a structured credit recovery plan are essential.

Shift Away From “Credit Factory” Practices

During the conversation, there was reflection on older district practices in which credits were handed out too easily or in ways that were not truly rigorous. This was described as a past “credit factory” mentality.

The team was clear that the district has moved away from that approach. Credits are now expected to reflect real learning, authentic completion, and ethical grading practices.

This stricter and more robust approach is part of why the district is paying closer attention to the structure and support needed for five-year completers.

Five-Year Completers and Winter Lakes Programming

Overview of Winter Lakes Model

The group then moved into a detailed explanation of how Winter Lakes operates and how it supports students who are behind in credits, academically fragile, anxious, behaviorally complex, or otherwise not thriving in a traditional high school setting.

It was explained that Winter Lakes is a highly individualized and relationship-based program with multiple layers of support.

Intake and Family Information Gathering

When a student enrolls at Winter Lakes, the family completes a very detailed intake questionnaire. This questionnaire is used to gather information about:

- Academic history
- IEP or support needs
- Behavioral concerns
- Learning style
- Family supports
- Student needs and preferences

This information is then used to assign the student to a learning specialist, who functions similarly to a homeroom teacher or case manager. Students are intentionally matched with a staff member based on personality, needs, and relational fit.

The importance of relationship-building was emphasized repeatedly. It was noted that Winter Lakes has had strong staff retention, which helps students build lasting trust with adults over several years.

Learning Specialist Role

The learning specialist is central to the Winter Lakes model. Once assigned, the learning specialist reaches out to the family and student and begins establishing communication systems.

This includes asking the family:

- How they prefer to communicate
- Whether text, email, or phone calls work best
- What support they may need for attendance and engagement

It was noted that the school now has text messaging capability, which has improved communication with families.

The learning specialist also sends a welcome letter home and becomes the student's key contact person.

Weekly Communication and Support

Learning specialists make weekly contact with students and families. Communication includes:

- Attendance follow-up
- Academic progress check-ins
- Encouragement
- Help navigating school expectations
- Problem solving around barriers

This frequent contact is part of how the school tries to keep students connected and prevent them from disappearing academically.

Orientation Course and Start-Up Process

A new orientation course has been created at Winter Lakes. Students complete this orientation before fully beginning their coursework.

The orientation includes:

- ISIP/diagnostic assessments
- Information about how Winter Lakes works
- How to check in
- How to access online office hours
- Expectations for attendance and communication
- School routines and systems

This orientation is designed to help students understand the school model before jumping into content classes.

Individualized Academic Planning

One of the most important features of Winter Lakes is that each student has an individualized academic plan.

Unlike a traditional model where students are grouped strictly by grade level, students at Winter Lakes may be:

- On track
- One or two years behind
- Several years behind
- Reading or writing below grade level
- Working toward a modified diploma
- Trying to accelerate

Each student's plan is built based on actual credits earned and actual skills, not just age or grade placement.

Credits are not granted until the student has actually completed and passed the course. If a student enters in the middle of the year but has not passed the first semester of a course elsewhere, they do not simply receive that credit. They begin where they actually left off.

This approach was described as more rigorous and more honest.

Progress Monitoring and Reporting

Student progress is monitored very closely. Systems in place include:

- Weekly reports from the Imagine Learning curriculum
- Progress reports from staff every three weeks
- Individual course breakdowns showing how many units have been completed
- Credit tracking tied directly to actual course completion

This allows students and families to see small bits of progress over time. That visual progress is especially important for students who have historically felt defeated, anxious, or unsuccessful in school. The staff emphasized that many of these students need to see measurable progress in small pieces in order to stay motivated.

Programs That Re-Engage Five-Year Completers

The same principle discussed earlier carried through into Winter Lakes: students are more likely to attend and engage when they are connected to meaningful opportunities.

Programs that have been especially successful in drawing students in include:

- Construction
- Cosmetology
- PMP and parenting-related supports
- CTE opportunities tied to future employment

Parenting and Pregnant/Parenting Student Support

The conversation highlighted the growth of the district's PMP program. It was noted that the number of students involved has increased significantly.

This support matters because some students are trying to finish school while parenting young children or navigating pregnancy. The team shared examples of students who had fallen far behind academically but were being re-engaged through these targeted supports.

The discussion made it clear that attendance and educational support must continue all the way through high school and alternative education, not just in the early grades.

Cosmetology as a Regional Draw

Cosmetology was identified as a program that is drawing students not just from within the district, but from surrounding districts. Students who know they want to pursue cosmetology are specifically choosing the district because of that offering.

With licensing and live-client work beginning next year, the expectation is that the program will become an even stronger draw.

Use of Diagnostic Data and Modified Diploma Pathways

The group discussed how diagnostic assessment data is used to determine where students really are academically.

Diagnostic results often reveal a pattern showing where learning stalled, often corresponding with disruptions from COVID or earlier academic gaps.

When students are significantly below grade level, the school uses that information to determine the most realistic and supportive path forward. In some cases, that means using intervention curriculum and modified diploma pathways.

The staff described using this data heavily to:

- Determine current math and reading levels
- Identify standards-level gaps
- Match students to appropriate instruction
- Help support decisions about credit and diploma options

The staff described using this data to its fullest extent so that students can work at their actual level rather than pretending they are ready for grade-level material they cannot yet access.

Shift From Online-Only Learning to Direct Instruction

A major theme in this portion of the discussion was the district's move away from a purely online curriculum model.

For years, Odysseyware had been the primary platform. Staff described the model as students logging in, reading text, answering questions, and turning in work. It was acknowledged that this approach was not working for many students, especially those who:

- Are not self-motivated
- Struggle to learn independently
- Have weak foundational skills
- Need direct adult teaching and connection

The team stated clearly that not every student can learn effectively from a computer.

Direct Instruction Expansion

Because of this, Winter Lakes has started shifting to direct instruction using Imagine Learning and teacher-led classes.

Students are now being grouped for direct instruction in:

- English
- Social Studies
- Math

This may include mixed-grade groups, such as ninth through twelfth graders together, depending on skill level and instructional need.

The focus is on teaching students directly rather than relying on online modules alone.

This year represented a major change in that direction, and next year the school plans to expand even further by offering three different grade levels of direct math instruction.

Winter Lakes High School, GED Proficiency, Re-Engagement, and Credit Recovery Pathways

GED Proficiency as a Pathway to Diploma Completion

The discussion continued with examples of how Winter Lakes is helping students who are significantly behind in credits still work toward a high school diploma. An example was shared of a student who needed only one social studies credit in order to graduate. Instead of finishing that credit through a traditional course, the student passed the GED proficiency test through the new Pearson testing center and was then able to receive a diploma.

This example was used to illustrate a larger trend. Many students are not missing graduation by a wide margin. In some cases, they are only short one or two credits, often because of gaps in English or math. The GED proficiency process is allowing the school to give those students another way to demonstrate learning and get back on track toward a diploma.

At the same time, it was acknowledged that some students are so far behind by ages 20 or 21 that there is no realistic way for them to fully catch up through traditional coursework alone. In those cases, the

GED becomes an essential option, not as a shortcut, but as a practical path forward for students who otherwise would leave with nothing.

NCRC and Workforce Readiness

The conversation moved into the district's use of the NCRC, or National Career Readiness Certificate, as another support for students.

It was explained that educational assistants working in the building are required to pass the workplace exam connected to NCRC so they can demonstrate the skills needed to work effectively with students. The district has partnered with Recruit Hippo to make access to this work more available, and grant funds are currently being used to cover the cost so students and staff do not have to pay out of pocket. The NCRC is also being used as a student support tool. Staff described building this into direct instruction in 11th grade English. If students complete the NCRC workplace component successfully, they may only need to complete half of their junior-year credits in some cases because the district is able to recognize some of that demonstrated proficiency toward graduation requirements.

This was described as another creative pathway for helping students recover ground, gain workforce skills, and move closer to a diploma.

Grant Funding and Expanded Student Supports

The group emphasized that grant funds have made many of these opportunities possible. Current grant funding is being used to cover:

- GED practice tests
- Official GED testing costs
- NCRC testing and workplace readiness components
- Re-engagement efforts
- Student supports such as transportation and connectivity needs

It was shared with pride that Winter Lakes is currently on track to graduate 45 students, which was described as the highest number yet. The expanded pathways and grant-funded supports were credited as major reasons for that growth.

Expanded Options, AA Pathways, and Academic Flexibility

Another area discussed was expanded options. Staff noted that some students are earning their AA degree through the school, although this pathway is not realistic for every student. Still, it remains an important option for students who are academically ready and interested.

The group also discussed the use of academic pathways embedded in construction and other career-focused programs. For example, students in construction may not earn everything they need solely from hands-on work, so academic curriculum is layered in to ensure students are also receiving the academic credit and standards-based learning tied to those programs.

This blending of hands-on learning with academic credit recovery was described as an important way of keeping students engaged while still moving them toward graduation requirements.

Newsela and Differentiated Access to Core Content

A tool specifically highlighted during this portion of the discussion was Newsela. It was noted that Newsela had been purchased specifically for Winter Lakes because it allows staff to give students the same social studies and government content at multiple reading levels.

This was especially important for seniors who are enrolled in courses like government but cannot yet read at the standard grade level for the class. Newsela allows staff to adjust the text to the student's reading level while keeping the same content expectations.

The team described this as a very useful program because it makes grade-level content more accessible to students who still have major literacy gaps. It was also noted that Newsela is expensive, and only a limited section had been purchased because of cost.

Attendance, Incentives, and Student Motivation

The group returned to the idea that students need a reason to come to school. While fun and relationship-building matter, the school is intentionally trying to focus students on a broader message: come to school, get fed, get support, make academic progress, and then experience the extras that make school a more positive place.

Incentive systems are part of that effort. Examples shared included:

- Small incentives for passing quizzes
- Larger incentives for passing exams
- Progress reports every three weeks showing movement toward credits
- Visual evidence that even one completed unit still represents measurable progress

This was seen as especially important for students who are used to feeling defeated. Even small progress markers help them see that graduation is possible.

TRIO and College Access Support

The school also discussed its work with TRIO, which has become a meaningful support for students. It was shared that Winter Lakes has approximately 10 students participating in TRIO this year and now has its own TRIO coordinator on campus, which is a new development.

This partnership with Southwestern Oregon Community College was described as valuable because it brings additional college and career supports directly to campus. A field trip to Portland for TRIO students was taking place the same day as the meeting, further illustrating the level of opportunity and exposure the partnership is creating.

Winter Lakes Schedule Changes for Next Year

Current and Planned Schedule Structure

It was explained that the school has traditionally started later in the morning, at 8:30. For next year, there are plans to move to a revised structure that will include:

- Three full blocks at the beginning of the day
- A more intentional academic time
- A longer and more focused chunk of support time
- An eighth period at the end of the day

This new eighth period is intended to better support:

- Students who work during the day
- Students over age 18 or in the 12-plus category
- Students who struggle being around larger groups of peers
- Students who need extra targeted help
- Students with less obvious behavioral or emotional needs who still need a more flexible environment

The goal is to create a schedule that better matches the actual needs of Winter Lakes students rather than trying to fit them into a more traditional school model.

Public Health and Hands-On Instruction

Related to scheduling, staff also discussed restructuring some of the shorter public health instruction time slots into longer class periods. Previously, these had been offered in 15- to 25-minute blocks. With growing enrollment and more hands-on opportunities, the school plans to move toward three hour-long class periods in that area instead.

Role of Social Workers, Attendance Advocacy, and Interim Testing

The group agreed that social workers will be important in helping students who need more support than counselors alone can provide. Attendance advocates were also discussed as a key support to make sure students are actually showing up and staying connected to school.

Interim Testing Needs

There was also discussion about interim testing. Staff expressed a strong desire for a shorter, more focused interim assessment system that could be used more frequently and would not overwhelm students.

The concern raised was that some current testing tools feel too long and do not give useful enough information quickly enough. A preference was voiced for a shorter assessment that could be used in small chunks, perhaps every 10 to 15 days or at regular short intervals, so that staff could monitor progress in ELA, math, and other areas more effectively.

This was framed as a practical need, especially in settings where students are already academically fragile and can shut down when faced with long assessments.

Districtwide Alignment Across Grade Levels

The conversation circled back to the broader district theme that all of these issues are connected. Staff emphasized that:

- Attendance starts in kindergarten
- Foundational skill-building in early grades affects third grade readiness
- Eighth grade preparation affects freshman on-track status
- Freshman English success affects four-year graduation
- Credit recovery and re-engagement determine whether older students can finish at all

This was described as one continuous pipeline rather than separate issues. The team stressed that the district must see these systems as aligned from kindergarten through graduation.

It was also noted that for students coming from eighth grade into Winter Lakes or another alternative setting, the district should consider starting them in a core class rather than only an elective so that they begin earning meaningful academic progress right away.

Conference Week Model at Winter Lakes

Current Conference Model

Instead of holding one evening of parent conferences, Winter Lakes schedules conferences over the course of a full week. During that week:

- Staff receive substitute coverage
- Parents schedule individual times with teachers and staff
- Students and families meet to review grades, progress, and graduation requirements
- Staff walk families through progress reports and the student's next steps

The conference schedule includes:

- Meetings during the day throughout the week
- Thursday evening availability for families who cannot attend during the day

This model was described as a much better fit for the family population at Winter Lakes because it is more flexible and personalized.

Benefits of the Conference Week Model

The benefits discussed included:

- More family access
- More time for meaningful conversations
- Better understanding of graduation requirements

- A clearer review of progress reports and academic plans
- Increased ability to support students who do not attend regularly

The model has been used for two years and was described as working very well.

Friday Staff Collaboration Model

Another major feature of Winter Lakes highlighted during the discussion was the staff collaboration structure on Fridays.

It was explained that on Fridays, staff spend significant time together discussing students and systems. This includes:

- Grade-level conversations
- Individual student discussions
- SST-type conversations
- Problem-solving around attendance, behavior, and academic progress
- Planning supports and interventions

This dedicated collaboration time was described as extremely valuable. It was even suggested that if the entire district could move closer to this type of model, it would likely be very beneficial.

Home Visits and Additional Flexible Scheduling Ideas

The conversation also included possible next steps the school would like to explore, including:

- More home visits for students who are disengaged
- Possible zero period or sixth period options
- Extended day opportunities such as a 5:00 to 7:00 p.m. class block

These ideas were acknowledged as potentially helpful, though staffing and compensation would need to be addressed in order to make them feasible.

GED Workdays and Costs

GED workdays were described as another successful support funded through the grant. These provide time and structure for students preparing for GED sections.

The group reviewed the costs associated with GED testing:

- Practice tests cost approximately \$5 each
- Each official GED section costs between \$46 and \$50
- The district is currently paying around \$14 per test in some cases depending on the structure

There was concern about how these costs will be covered moving forward once grant funds are no longer available.

Re-Engagement Work and Dropout Response

Re-Engagement Role

Through grant funding, Shanda has been named the re-engagement person again. When students drop out or hit the 10-day mark, the response now includes:

- Outreach calls from Shanda
- Possible contact from a learning specialist
- Zoom meetings with the student and family
- Review of barriers preventing attendance
- Problem-solving supports to remove those barriers

Examples of barriers mentioned included:

- Car trouble
- Lack of internet
- Transportation issues

- General disconnection from school

Staff shared that grant funds can sometimes be used to help address practical barriers, such as providing support for internet access.

Training and Future Vision

It was also shared that Shanda and Tiffany are receiving specialist training through the grant. There was discussion about how this work might eventually scale into a larger districtwide role, though the exact future structure is still unclear.

ODE Support for Proficiency-Based Credit Through GED and NCRC

The conversation then clarified an important point: the GED and NCRC-based credit system is not just an internal local idea. The district has support and backing from ODE because Winter Lakes operates as a proficiency-based school.

How Proficiency Works

Under the school's proficiency-based model:

- Students must pass assessments or demonstrate proficiency
- Credit is only granted when proficiency is shown
- The GED and NCRC can be used as evidence of that proficiency

NCRC Credit Structure

The NCRC test uses a numerical scale. Students who pass at a qualifying level can earn:

- 1 credit in English
- 0.5 credit in math

In some cases, higher scores can reflect even stronger readiness, though very high scores are rare. The test is proctored and highly secure. If students leave the testing screen, they are locked out.

GED Credit Structure

For the GED:

- Students must score 149 or higher on a section to pass
- If they pass a section, the district can apply that demonstrated proficiency to an unmet graduation requirement in the corresponding content area

For example:

- A GED social studies section may be applied toward U.S. History, Government, or another unmet social studies credit requirement depending on what the student still needs
- GED English proficiency may be applied toward a missing English credit, including freshman English if appropriate

This flexibility allows the district to award credit where the student has shown actual proficiency, even if they did not complete the original traditional class.

Limits and Guardrails Around the GED Pathway

The group was careful to note that this pathway is not intended for every student.

It is not the recommended route for:

- Students on a traditional four-year graduation path
- Students planning to go directly to a four-year university
- Students pursuing expanded options or stronger college-prep pathways

Instead, it is intended for:

- Older students who are significantly credit deficient
- Students ages 19 to 21 who may not realistically finish all required coursework traditionally
- Students who need one or two credits to finish
- Students who otherwise may leave school with nothing

There is also extensive paperwork and clear communication with students and families about what this path means. When a student is entered into the GED program, they are still working toward a high school diploma. The GED is not simply replacing school. It is being used as one more proficiency-based tool inside the diploma pathway.

Families are also told clearly that if the student wants to attend college later, they may need to begin at a community college, because a four-year university may not accept those credits in the same way.

Impact of the GED Pathway on Student Hope and Graduation

A very important reflection shared by district leadership was that the original fear had been that students would choose GED over diploma and that the district would end up creating a system where students opted out of traditional graduation too easily.

Instead, the opposite has happened.

What staff are seeing is:

- Students demonstrate proficiency on GED sections
- Those sections are converted into diploma credits
- Students realize they are closer to graduation than they thought
- Students gain hope
- Students continue toward a diploma instead of giving up

This was described as life-changing, especially for students coming from other districts or for older students who had previously felt there was no path left for them.

It was also shared that diplomas are being awarded as students complete them, not held until the end of the year. When a student finishes, the diploma is prepared, signed, and given right away. It was noted that only one GED certificate had been signed this year, while multiple actual diplomas had already been awarded.

This was presented as strong evidence that the model is helping students get diplomas rather than steering them away from them.

Regional Interest and Future Possibilities

The district also shared that this GED and proficiency-based model has generated regional interest. Winter Lakes is set to host regional superintendents so the district can explain the GED program and how it is working.

There was discussion of the possibility that other districts may want to access this model in the future, perhaps by paying a fee to participate if Winter Lakes is providing the testing, proctoring, and proficiency-based structure.

Possible fees such as \$500 or \$1,000 per student were mentioned as a future possibility, though this was presented as an early idea rather than a finalized plan.

The larger point was that the district appears to have built something innovative and effective enough that other districts may want to learn from it.

Final Reflection From Leadership

The section ended with a strong reflection that the GED proficiency system, when combined with a clear plan and the right safeguards, has become a source of hope for students who previously saw no way to finish.

Rather than lowering expectations, it has:

- Created structure
- Recognized real proficiency
- Helped students overcome specific barriers
- Given older students a final chance to finish with dignity

- Increased the number of diplomas being awarded

Leadership emphasized that this has made a meaningful difference for students ages 19, 20, and 21 in particular.

Very Detailed Verbatim-Style Notes

Morning Working Notes - 6-Part Document

Prepared for printing

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Part 6. GED Proficiency, NCRC, Re-Engagement, and Hope Through Winter Lakes

Part 1. K-2 Attendance, Lincoln, Early Learning, and Family Barriers

The discussion started with K-2 attendance and the investments already in place or being planned to support it. It was shared that some of the staffing investments include Cassie Green for the new student position, adding an additional social worker, and adding a paraprofessional for preschool. It was noted that the preschool para could be a whole day person or possibly a half-day person, depending on need. The nurse position was also included as an attendance investment because students need to be healthy in order to come to school, and the nurse helps communicate with teachers, doctors, and families.

In curriculum, Into Reading and Into Math were identified as the adopted curriculum. UFLI was mentioned as a phonics supplement. Frog Street was identified as the curriculum for three- and four-year-olds. Enrichment such as science, art, music, and similar activities was also named as part of the investment in helping students want to come to school.

For student engagement and attendance incentives, the school discussed PBIS rewards, character trait certificates each month, attendance awards, spirit weeks, and grade-level attendance competitions. It was also emphasized that the school has changed its language and approach so that when students and families come in late, they are met in a welcoming way. The point made was that they do not want to punish people for coming. The goal is to get them there, not make them feel bad once they arrive.

Some upcoming changes were also discussed. These include revamping and rebranding daycare into a monthly slot-based system to increase the number of students served, changing the before and after school program at CVE to include students up through sixth grade with targeted tutoring, and continuing PE and recess every day so students stay healthy and active. There is also a new free preschool for three-year-olds, vertical and horizontal alignment between grade levels and buildings, and the Start Strong bus or van for students who miss the bus or need temporary transportation help. The group also named all the student support plans already in place, including FSPs, safety plans, 504s, and IEPs. There was agreement that attendance needs to stay in front of everyone and that an ongoing attendance PLC is necessary because if they stop meeting about it, attendance will slip. Free meals for all students were also identified as part of the attendance strategy because students are more likely to attend when they know they will be warm, safe, and fed.

The group agreed that Lincoln is really about belonging. It was stated that if families feel like they belong, and students feel like they belong and are connected to a group, they are more likely to come to school. When asked what the biggest barrier is for kids going to school, one answer given was that families are still being retrained from COVID habits. Some parents still keep students home for long periods of time over a mild cough, even when there is no fever or diarrhea. The feeling was that families need more re-education on when students should stay home and when they should still come to school. Another barrier discussed was that many families do not really understand how important kindergarten and pre-K are. There was concern that some parents think missing a day is not a big deal, not realizing that students are learning critical soft skills, problem-solving, routines, and early academic skills.

There was discussion about whether family education nights could help, similar to what Head Start does. However, it was said clearly that anything called parenting classes would probably be a hard no. Instead, the group discussed making expectations clear from the very beginning. There was mention of having kindergarten readiness criteria and being more direct that some students may need to be retained if they are not ready. The school already meets individually with every pre-K and kindergarten family at the beginning of the year rather than doing one large orientation. That allows each teacher and family to talk directly about that child, which was viewed as much more meaningful. Jump Start before school starts was also mentioned as something that should be added as an important support.

The conversation moved into how to communicate student progress to parents. The idea was raised that families may benefit from a very simple data sheet or marker system that shows where their child is in relation to where they should be. Something visual, like a simple bar or clear indicator, was suggested. Some kindergarten skills were described as all or nothing, such as hearing rhyming, where there is really no partial mastery. That led into a discussion about chronic absenteeism language and whether the district should use the same language and same process in every building. The question was raised whether every building should be talking about students being absent more than 10% of the time and using that as a districtwide threshold. It was noted that Lincoln has a new format that allows families to see where their child is at and even color in missed days on a blank calendar so they can visually see how much school their child has missed. It was suggested that in a small district, important attendance processes should not just live in people's heads. Instead, the district should agree on what gets sent home, when it gets sent, and how often.

The discussion also included how the social worker role might work. There was a question about whether the social worker's office could be based at Lincoln and then support the other buildings from there, especially because kindergarten attendance data is some of the weakest. This led to conversation about CARE Solace and the feeling that schools have sometimes tried to do more counseling and mental health work than they really can do well. It was stated that many students need true clinical mental health services, psychiatric help, medication support, and outside counseling, and that the district is not set up to provide therapy. The idea was that the social worker and CARE Solace should help connect students and families to those outside services. The group then talked about whether building administrators should have regular meetings with the social worker to review students who are identified through SST teams, attendance committees, or other support systems. It was generally agreed that every building already has some kind of support team and that the district should build in regular meetings with the social worker.

The conversation then shifted to district website issues. There was agreement that the website needs stronger attendance information. It was said that families may struggle to navigate the main district page versus the individual school pages, and that attendance rules are the same everywhere, so they should be easier to find. Ideas included a dedicated attendance tab, clear rules about when students should stay home sick and when they should come, links to ORS and district policy, and simpler navigation. Julie mentioned that she had already started adjusting some tabs and was working on improving things.

An important operational issue was also raised about attendance coding in Synergy. It was explained that the way some partial absences had been entered was mistakenly reporting students

absent for the full day, which would have a huge effect on attendance data reported to ODE. The group agreed this needs to be checked across buildings.

There was also discussion about the new daycare expectations helping set early habits for families. By moving daycare to a more structured model, the district hopes to teach families earlier that consistent attendance is expected.

The group then discussed concrete attendance contacts and letters. At Lincoln, attendance action currently happens on the third consecutive day absent and the seventh consecutive day absent. Teachers are also supposed to reach out. The district discussed whether all schools should standardize on something like call on day 3, call or letter on day 7, another letter on day 10, and possible drop procedures by day 17. There was concern that students sometimes get dropped and then simply show back up with no formal re-engagement. One suggestion was to require a small re-enrollment process, though there was also concern about not making children suffer for adult failures. One building described using re-engagement meetings when students return after being dropped, where the family comes in, signs expectations, and discusses accountability. It was also mentioned that IEPs have started being revoked in some cases where families are not engaging at all despite repeated outreach, which is a harder line than the district has taken in the past.

Finally, the discussion turned to retention in kindergarten through third grade. There was strong support for retaining students who are not ready, and it was pointed out that board policy already gives the school the authority to retain. The discussion stressed that kindergarten today is much more academic than it used to be, and that the district has historically moved students along hoping they would catch up later. The feeling now is that this approach is not working. Mississippi's reading improvements were mentioned as an example of a system that combined science of reading, teacher training, coaching, and retention. It was argued that if school is important, then the district has to act like it is important. Families should be told early if their child is behind and if retention may be recommended. The current timeline is around the end of second trimester or spring break. Questions were raised about how this applies to special education students and whether there are tools to guide retention decisions. The Knight's Retention Scale was mentioned as one such tool already in the district. There was also a quick question about how TAG students are identified, with the answer being through teacher or family referral and performance data like IXL or similar measures.

Transportation was another barrier discussed. The Start Strong bus is meant to help students who miss the regular bus or need temporary help. Lincoln's one-mile transportation boundary was clarified, and there was conversation about safe walking routes, including whether volunteers or high school students could help students walk to school. That led to discussion about the lack of sidewalks and crosswalks around Lincoln and how district leaders have already taken that concern to the city, with little progress.

Part 2. CBE Attendance, Curriculum, Classroom Structure, and Intervention Supports

Armando then shared about the investments and support in place at CVE. He talked about the seven-year curriculum adoption cycle, HMH Into Reading as a 90-minute block, and the effort to build strong small group, whole group, and writing instruction. He described iXL as a huge district investment because it gives progress monitoring data that can be shared with families. He talked about Danielle, the Title I teacher, as an important support for reading instruction and small groups. He also mentioned one-to-one Chromebooks and technology as a major investment because students need them for curriculum and online tools.

The UFLI training from Amy and Cassie's staff was described as a big support because it got teachers excited about implementing phonics instruction well. Armando said they want to continue using it not just in second grade but with struggling third graders as well. He also talked about wanting to tighten up writing instruction and start building language around writing traits, so students hear words like conventions and organization instead of just being told to add punctuation or capitals. It was said that the school needs to let kids write more freely too, not just structured writing, because journaling and free writing build confidence and the habit of writing.

Classroom structure for next year was also discussed. CVE is planning four placements for third graders, including a 2-3 blend and a 3-4 blend. This was seen as a big opportunity to build thoughtful class compositions and maybe challenge some stronger students. There was a lot of discussion about whether the blended classes could be used almost like a TAG-style opportunity by placing stronger second and third-grade students there so the teacher can teach to the higher level and stretch them.

Armando said attendance at CVE has been a success area, with every grade above 90% in March. He described weekly and monthly incentives, March Madness attendance competitions, and an NBA playoff themed competition for the next month. Mrs. Dixon was recognized for doing a great job leading the attendance work. There was also emphasis on teacher consistency and the research showing that three strong teachers in a row makes a huge difference for student learning.

The SST process at CVE was described as strong and improving. Armando said more final 504 plans have been written this year than ever before, which reflects how many students need support outside of special education. He also talked about before and after school care with tutoring as a major opportunity, especially if high school students can provide tutoring. He described the school's vertical and horizontal alignment work, teacher collaboration, PlanBook lesson plans, and data teams as important ongoing supports.

Questions were asked about reading intervention and whether it is push-in or pull-out. Armando explained that Title I is a pull-out model and that Danielle works with students in her room. Teachers also use small groups within walk-to-read. There was discussion about math intervention and whether more should be added. It was explained that current support in math mostly comes from classroom teachers and EAs, not a formal RTI system. Technology skills came up, too, especially keyboarding. There was concern that students are assumed to know how to type and use Chromebooks, but many do not know even basic formatting or keyboarding skills. It was suggested that keyboarding and

computer skills should be built districtwide starting around fourth grade and continuing through upper elementary and middle school.

Part 3. Eighth Grade Math, Low Performance, and Planned Supports

The eighth-grade math discussion focused on how weak this area has been over time. It was said that eighth-grade math used to be around 47% proficiency years ago, but has dropped dramatically, even to around 9.3%. The group identified several factors, including a revolving door of math teachers, a lack of continuity in Algebra I and junior high math, low student motivation, and no real intervention system in place.

Current instruction includes Amplify Math, worksheets, small-group work, students writing on tables, working with partners, and direct instruction. Amplify was described as helpful because it aligns with state testing tools and formats. At the same time, there was discussion about Big Ideas, the adopted curriculum, not really being used with fidelity. Staff admitted that teachers are pulling pieces from multiple sources rather than using the adopted curriculum fully, and that this is a problem.

Paige described plans for support moving forward. These include doing K-12 math alignment during the May PD day, adding universal screening and interim assessments, creating a better RTI system, focusing on growth mindset and resiliency, and adding a math intervention period into next year's schedule. Jake Cochran will teach some of that intervention, including both special education students and general education students who need extra help. There was discussion that a general education EA with math skills would also be extremely helpful. Planned supports also include more frequent progress monitoring, daily arithmetic fact review, and math-specific professional development and PLC work.

The conversation also touched on student motivation for state testing. There was frustration that students do not see the state test as meaningful, and that teachers have to be careful not to undercut its importance. At the same time, people acknowledged that eighth-grade math is a difficult area not just locally but nationally. Even so, the group agreed that student success in math is a huge indicator for graduation and college readiness, so the district has to keep pushing here.

Part 4. Freshmen On-Track and Four-Year Completers

The next section focused on freshmen on-track and four-year completers. Tanya explained that her committee included Albert, Paige, herself, Misty, and, at times, Katherine and Sandra. They compared district data with other districts and made calls to see what other schools were doing. One of the biggest findings was simple: if students are not attending school, they are not going to stay on track to graduate. This starts in kindergarten and continues all the way up. The group repeatedly tied attendance to graduation.

A very specific point was made about ninth-grade English. If a student fails ninth-grade English, that student is immediately not on track to graduate in four years because English credits must be earned in sequence. This was described as one of the clearest barriers leading students toward becoming five-year completers.

The group then talked about what pulls students into school. They named agriculture, construction, cosmetology, drone certification, truck simulators, CDL opportunities, VR headsets, college visits, career fairs, athletics, music, extracurriculars, and electives. All of those were described as ways to build relationships and make students want to be there. Albert emphasized that athletics and academics are deeply connected because for many students, sports are what get them to school in the first place.

Summer school came up as one of the most important supports for helping students stay on track. The team felt summer is not just for credit recovery but for relationships, re-engagement, and momentum. There was also discussion about allowing stronger eighth-grade students to start high school electives or credit-bearing classes early, including agriculture, robotics, Spanish, band, choir, Algebra I, and even science. The idea was that this could both motivate students and help create flexibility later.

The conversation then focused on credit recovery and especially English. Staff explained that in the past, the district sometimes waited until senior year to address failed credits, which was ineffective. Now, when a student fails a class, especially English, the school makes a plan immediately. That might include online credit recovery, summer school, or doubling up later. Summer recovery is still mostly online, though there have been efforts to provide some in-person support. The district feels strongly now that it cannot wait.

There was also a reflection on older practices where credits may have been handed out too loosely. People referred to that as a kind of credit factory mentality, and there was agreement that the district has moved away from that. Credits are now expected to represent real completion and actual learning.

Part 5. Five-Year Completers and Winter Lakes Structure

The discussion then turned fully to Winter Lakes and how it supports students who are behind, credit deficient, anxious, behaviorally complex, or not successful in traditional settings. Tiffany explained that Winter Lakes is highly individualized and relationship-based.

At enrollment, families complete a very detailed questionnaire so the school can learn about the student's academic history, learning style, support needs, behaviors, and family context. Based on that, the student is assigned a learning specialist. Tiffany described the learning specialist as similar to a homeroom teacher or case manager, but chosen intentionally based on which adult the student is most likely to connect with. Strong staff retention at Winter Lakes was described as a huge advantage because students can build long-term relationships with the same adults.

The learning specialist then contacts the family and student to ask how they want communication to happen, whether through text, phone, or email. The school now has text messaging capacity. A welcome home letter is sent, and the student begins an orientation course before starting regular coursework. Orientation includes diagnostics, information on how Winter Lakes works, how students check in, how they access office hours, and how courses are structured.

Each student receives an individualized academic plan. Tiffany explained that students are not simply grouped by grade level. Some are on track, some are a year behind, some are multiple years behind, some are reading far below grade level, and some are on modified diploma paths. The school starts from where the student really is. If a student enters halfway through the year but has never passed the first semester somewhere else, they do not simply get that credit. They must actually finish the course or show proficiency.

Progress is tracked closely through weekly curriculum reports, staff updates every three weeks, and visible tracking of units completed. Tiffany emphasized that many Winter Lakes students have felt defeated for years, so they need to see small bits of progress to believe they can graduate.

The discussion also focused on what brings Winter Lakes students in. Construction, cosmetology, PMP and parenting supports, and career-related CTE opportunities were named again. The PMP program has grown significantly and serves students who are parenting or pregnant and trying to finish school. Cosmetology is pulling in students even from outside districts.

Diagnostic data such as ISIP and similar assessments are used to place students correctly. The data often clearly shows where the student's learning stalled. That information is then used to determine whether the student needs intervention, modified diploma supports, or more direct instruction. One major change at Winter Lakes has been moving away from online-only learning. Odysseyware was described as not working for many students because they are not self-motivated enough to teach themselves from a screen. Imagine Learning and more teacher-led direct instruction are now being added in English, social studies, and math, with three levels of direct math instruction planned for next year.

Part 6. GED Proficiency, NCRC, Re-Engagement, and Hope Through Winter Lakes

The final major part of the morning focused on the GED proficiency pathway, NCRC, re-engagement work, and how Winter Lakes is getting older students across the finish line. Tiffany gave the example of a student who needed only one social studies credit. Instead of completing that credit in a traditional class, he passed a GED proficiency section through the Pearson testing center and was able to earn a diploma. That example was used to show that many students are not missing graduation by a huge amount. Some are only missing one or two credits.

At the same time, Tiffany was clear that some students are so far behind by age 20 or 21 that there is no realistic way to finish every traditional course. For those students, the GED becomes a necessary option so they do not leave with nothing.

The NCRC, or National Career Readiness Certificate, was described as another support tool. Grant funds are being used to pay for GED and NCRC testing. Tiffany explained that NCRC work has been built into direct instruction for 11th grade English, and that if students complete it successfully, it can count toward some of their required credits. She also talked about grants paying for testing and student supports, and proudly shared that Winter Lakes is on track to graduate 45 students, the highest number yet.

Expanded options and AA pathways were also discussed. Some students are earning an AA through the school, though Tiffany said that path is not for everyone. Academic pathways are being built into construction and other hands-on programs so students earn academic credit along with technical experience. Newsela was described as another important tool because it lets staff give students the same social studies or government content at different reading levels.

Tiffany talked about the school's incentive systems, the way progress is shown every three weeks, and how even one completed unit is celebrated because it matters to students who are used to feeling behind. TRIO was also highlighted as a growing support. Winter Lakes now has around 10 students in TRIO and even has a TRIO coordinator on campus, which is new.

Scheduling changes for next year were described in detail. Winter Lakes plans to move to three full blocks at the start of the day and add an eighth period at the end. The last period is intended to better support students who work, older students, 12-plus students, and students who struggle in larger group settings. Public health instruction is also being reworked into longer class periods.

The role of social workers and attendance advocates came up again. Tiffany also argued strongly for shorter interim assessments, saying students need smaller chunks of testing to monitor progress without overwhelming them. She tied all of this together by saying the district has to see attendance, intervention, middle school preparation, freshman on-track work, and graduation support as one connected system.

Winter Lakes conference week was described as one of the school's strongest structures. Instead of one evening, the school holds conferences over an entire week with subs in place, flexible times for parents, and lots of direct discussion about graduation requirements and progress. On Fridays, staff spend large chunks of time reviewing students, discussing concerns, planning SST-type supports, and

solving problems together. Tiffany said that if the whole district could work more like that, it would be a huge benefit.

Home visits, extended day options, and more flexible scheduling were mentioned as future possibilities, though staffing and pay would need to be figured out. GED workdays are currently grant-funded. The district pays for practice tests and official GED sections, which was described as important but expensive.

A major point of pride was the re-engagement work. Shanda has been named the re-engagement person again through the grant. When students drop out or hit the 10-day mark, Shanda and others call them, meet with them on Zoom, discuss barriers, and try to solve practical issues like transportation or internet access. Tiffany and Shanda are also receiving specialist training.

Finally, the group clarified that the GED and NCRC credit system is backed by ODE because Winter Lakes is a proficiency-based school. Students are not simply being handed credits. They must pass proctored tests. If they pass GED sections or NCRC benchmarks, those can count toward unmet diploma requirements in the right content areas. Tiffany stressed that this route is not for traditional four-year graduates or college-bound students headed straight to a university. It is for older, credit-deficient students who otherwise might leave with nothing. Families sign paperwork and understand the limitations.

Wayne then reflected that his original fear was that students would choose GED over diploma, but the exact opposite has happened. Students pass one or more GED sections, realize they are suddenly much closer to graduation, and gain hope. Instead of giving up, they keep going for the diploma. He said he has signed many diplomas this year and only one GED certificate. The district now plans to present the model to regional superintendents because it is showing real results and may become something other districts want to learn from.



Cognille

School District #8

Section 4



WLHS *May* BOARD REPORT

Calendar

- MAY 1ST - NATIONAL PRINCIPAL DAY
- MAY 2ND- SAT TESTING @WLHS COMMONS
- MAY 4TH -8TH TEACHER APPRECIATION WEEK
- MAY 4TH -8TH NURSE APPRECIATION WEEK
- MAY 5TH - CPR/ FIRST AID TRAINING (STUDENTS)
- MAY 8TH- NO SCHOOL- TEACHER PD/WORK DAY
- MAY 11TH- TRIO MOTIVATIONAL SEMINAR 8AM @WLHS
- MAY 13TH- BOARD MEETING 6PM
- MAY 18TH- TRIO FIELD TRIP OSU
- MAY 22ND - NO SCHOOL
- MAY 25TH-NO SCHOOL MEMORIAL DAY
- JUNE 5TH -WLHS GRADUATION @COQUILLE CHURCH OF THE NAZARENE 6PM
- JUNE 6TH -SAT TESTING 8:00-12:00

Learning Focus

- ON TRACK FOR GRADUATION - CREDIT CHECKS

Invitation

- GRADUATION JUNE 5TH @ 6PM
- 



COQUILLE SCHOOL DISTRICT #8

May 13 , 2026

Two reports in one! Sinko Says...

CURRICULUM.DIRECTOR

The social science text adoption has reached its decision: McGraw Hill (updated version of current materials) for grades 7-12; Teachers' Curriculum Institute for grades 5-6. Ms. Yi and Mr. Philley have made a request for adaptive social science curriculum for students at CJSHS. It is called TeachTown and aligned to State standards. This is an exciting step toward meeting each student's needs as they prepare for life beyond high school. This selection is from the vetted curriculum list published by ODE. We respectfully request the Board adopt the recommended curriculum for social science as recommended at the April meeting with the addition of TeachTown. The purchase of social science materials will be sourced from grant funding.

Wayne, Denese, and I met with our ODE liaison in our exit interview about our Federal Title audit of Titles I, II, IV, and Common Compliance. There are a few small asks about Title I that Armando and Amy are working to resolve; there are a few common compliance asks requests that Denese and I will resolve. Several of us will be involved in exit interviews with Foster Care and Title X (McKinney Vento.)

Many campuses are nearing completion of State testing. The testing window closes June 2. Students in grades 5, 8, and 11 ONLY participate in State testing for science; all students in grades 3-8 and 11 participate in English and Math testing Students in grades 3-11 can participate in the SEED survey, which concerns students' perceptions about school climate, course offerings, and facilities. A total of 55 students have been opted out of one or more of these assessments.

GRANTS

We did not receive the competitive Summer Learning Grant for 2027-2029. Our Title VI application was submitted after our Parent Action Committee meeting on April 28. Look for our attestation presentation tonight. We will have one more report on our COPS grant this year.

WINTER.LAKES.PRINCIPAL

Mrs. Gallagher started a weekly after school Creativity Club for students in grades 6-8. Huge thanks to her for volunteering to support this endeavor! This has caused an increase in Monday attendance, especially from our Powers students.

We decided, as a school, to see what we could do to make our final days of school seem to move quickly: who doesn't love a THEME Day?!? Students and staff collaborated in naming a theme for each day through the end of the year. We have already had pajama day, clown day, "goth"/black clothing day, school color day, dress like a famous person day... we will celebrate many more as May and June fly by!

On April 29, Dr. Coyner and Ms. Sabrina Pingree brought the portable planetarium and some sun-viewers to WLE. During the 90-minute stationary field trip, students learned about space travel, astrophysics, black holes, the sun, and more. We hope there will be astronauts and aeronautic engineers who are WLE alumni in just a few short years!

We celebrated teachers and Nurse Lindsey during the first full week of May. They were acknowledged by Mrs. Dunn, the District Office, and the principal. We appreciate each of them and what they do for our school and students.

Our student voice team is actively planning for our Spring Semi-Formal dance on May 14th. Theme is a choice of Black and White or Spring Nostalgia. The students are getting spring fever for sure!

Thanks to Ms. Scolari and the FFA Club, WLE is a "Blooming", beautiful place. We have some bedding plants, 10 flowering baskets and two tomato plants that we are nurturing until school is out. Staff will take a basket of their choice home to enjoy for the remainder of the summer.

A huge shout out to EA's Brandy Hoyle and Leticia Gonzalez for taking pictures of students engaged in theme days, art, and other activities. This is a huge contribution to our first memory book at WLE.

We are having our annual WATER DAY on June 10th in the afternoon. We invite the Board to come and fill water balloons and join in the fun- dress to get wet!

Please enjoy a few photos of recent memories!







APRIL NEWSLETTER



Upcoming

- **Teacher Appreciation Week**
May 4-7
- **School Nurse Appreciation Day**
May 5th
- **No School - Teacher "School"**
May 8th
- **Junior High Charleston Field Trip**
May 11
- **Junior High Dance**
May 14 6-8 PM

Academic Highlights

ROV- It's Back!!!
The popular Remote Operated Vehicles are back at WLE! Mr. Anderson is leading students through practice to compete against other students mid-May! Let's go, PATRIOTS!

Principal's Corner

WLE is a hands-off school. For students, this means we do not hold hands or embrace with frontal hugs. We can show kindness in other manners.

We have an exciting event at the end of May: The Schoolwide Principal Pass drawing! The prize is a surprise; we will hold this drawing on May 29th.

Important Reminders

Stuffies- They are not for school.

Help us support student concentration and time at task by leaving stuffies and other toys at home.

DRESS CODE

We are a K-8 school; modesty in dress is important. Put simply, bellies, bottoms (and undergarments), chests (including brassieres) are not to be exposed. For safety, closed toed shoes are necessary.



Thank you for your continued support and partnership in your child's education journey. Together, we can inspire greatness and empower our students to reach for the stars. Wishing you a splendid Spring filled with growth, laughter, and endless possibilities!

APRIL EVENTS



Thank you, Coquille Junior/ Senior High School! Your flower baskets are beautifying our school!

Winter Lakes Elementary is looking for community and family partners to support school-wide programs next year. We hope to have raised garden beds to grow vegetables, herbs, and flowers. If you have skills in gardening, construction, composting...please consider filling out a volunteer packet to support students on Fridays.

Students are interested in having art and music on campus. If you have skills in either of these areas, we'd welcome your support and expertise. Literacy is a foundational skill- if you would like to volunteer some time reading aloud to students or participating in a reader's theater, please join us.

Lastly, if you have skills in Trades: construction, plumbing, masonry, culinary, agriculture, or cosmetology, we hope to expose our students to the endless opportunities a career in these valuable pathways!



COQUILLE JUNIOR HIGH SCHOOL REPORT

CALENDAR

May 11-21	Junior High Math SBAC
May 14	Spring Music Concert @ CHS Gym 7 PM
May 15	CVE 6th Grade Visit
May 16	Coquille High School Prom
May 18	New Jr. High Social Studies Teacher Visit - Callicott-Simmons
May 21	Junior High Homeroom Cup Trip to Loon Lake
May 29	FFA Banquet - CHS Cafeteria 5:30 PM
May 23	Junior/Senior High Music Concert CHS Gym 7:00 PM
June 9	Junior High Academic Awards- CHS Gym 10:30 AM
June 11	8th Grade Completion Ceremony CHS Gym 7:00 PM

LEARNING FOCUS

- 7th and 8th Grade Math students will be taking the SBAC testing for proficiency this month, demonstrating knowledge in all standard areas for their grade-level Mathematics.
- 7th grade Social Studies students are learning about the geographical regions of the Greek and Roman Empire as well as aspects of their civilizations and government while the 8th grade students are learning about the distinct points of Westward expansion
- 7th grade ELA students are conducting Socratic debates within class to discuss various aspects from that time frame with a cross-curricular connection to the work they are doing in that section in Social Studies. 8th grade students are diligently working to complete their assigned book study and turn in their accompanying book report projects for the upcoming final semester term.

Community Engagement This Spring

We invite the board and our community to see the great work happening on campus. Our Spring athletics season has wrapped up for boy's and girl's track, but our inaugural Junior High girl's softball and boy's baseball programs will have just a few more games. Check out these other upcoming events, and join in to see all the wonderful things our Junior High students are doing!

PLEASE JOIN US!

- Junior/Senior High Music Concert- CHS Gym 7 PM
- FFA Banquet - CHS Cafeteria 5:30 PM
- Junior High Academic Awards- CHS Gym 10:30 AM
- 8th Grade Completion Ceremony CHS Gym 7:30 PM



COQUILLE HIGH SCHOOL REPORT

CALENDAR

May 1-2	Spring Play @ CHS 7 pm
May 4	ALS Field Trip to Wildlife Safari
May 4-5	FFA CDE Days @ OSU
May 5	HS Knowledge Bowl
May 6	NHS Induction 6:00 pm at CHS Library
May 7	FFA Forestry Competition
May 7	CHS Choir Trip - Hult Center, Eugene 3:30 PM
May 8	SWOCC Dual Credit Instructor & Counselor PM @ SWOCC
May 11 - 15	11th grade Science SBAC Testing
May 11 - 21	7th and 8th grade Math SBAC Testing
May 13	School Board Meeting
May 14	Drama Trip @ Ashland
May 14	Spring Music Concert @ CHS Gym 7 pm
May 15	CVE 6th Grade Visit
May 15	Prom Assembly 2nd Period
May 16	Prom at North Bend Community Center 8 pm - 11 pm
May	Summer School Signups
May 18	FFA State Forestry
May 19	Clash of the Classes Competitions
May 20	FFA District Shop Skills
May 21	Junior High Homeroom Cup Trip to Loon Lake
May 26	High School Academic Awards 2:25 pm CHS GYM
May 27	High School Class Cup Trip to Loon Lake
May 28	Sophomore Class Project (ALL Sophomores)
May 29	FFA Banquet at Coquille Community Building 5:30 pm
June 2	Senior Scholarship Awards Night 6 pm at CHS Library
June 3	Senior Picnic (School Day)
June 3	Baccalaureate 7 pm Location TBD
June 4	Seniors early release Senior grade cut-off 4:00 PM Senior Sunset Dinner (Project Graduation Event)
June 5	Graduation Practice 9 am CHS GYM Grad Walk at Lincoln and CVE- 11 am
June 7	CHS Graduation 2:00 pm at CHS Gym
June 6-7	Coquille River Days

June 9	Junior High Academic Awards - CHS Gym 10:30 am
June 10	Yearbook Handout @ Lunch
June 10	End of Year Assembly 7th Period
June 10	8th Grade Promotion @ CHS Gym 7 pm
June 11	Last day of school End of Quarter 4 and Semester 2 - Final Grades Posted

LEARNING FOCUS

As the school year comes to a close, we take time to reflect on and celebrate the many accomplishments of our students. Classrooms are finishing their final units, and students are demonstrating their learning through end-of-year projects and assessments. We are also completing state testing. Throughout the year, our teachers and staff have worked hard to support student learning, and it is rewarding to see that effort reflected in student growth.

In addition to academic achievements, we have had many opportunities to celebrate students in a variety of ways. Seniors will soon be recognized at our annual Scholarship Awards Night, honoring their dedication and hard work. Class Cup competitions have brought excitement and school spirit, and other year-end activities have helped celebrate the memories and successes of this school year.

It has been a wonderful time of recognition, pride, and community as we wrap up another great year.

Please Join Us!

Please join us to honor and recognize our graduating class on Sunday, June 7th at 2:00 PM in the CHS Gym.



LINCOLN SCHOOL OF EARLY LEARNING

1366 N. Gould St, Coquille, OR 97423 /541-396-2811/ Fax:541-396-7351

Amy May, Principal

Lincoln School of Early Learning – May Board Report

May Calendar:

1: School Lunch Hero Day
4-7: Teacher Appreciation Week
6: School Nurse Appreciation Day
8: No School: PD & Work Day
12: Earthquake Drill
13; Board Meeting @ 6
14: Earthquake Drill
18: SLP Appreciation Day
21: Lion Paw Assembly
21: 1st Grade Visits CVE
22: No School
25: No School – Memorial Day
28: PreK Graduation at 10:00



Mrs. Painter's students are taking a turn observing the ducks and chicks.

Learning-Focused

The month of May presents a wonderful opportunity to celebrate some of our incredible staff. Our food service personnel provide nutritious meals three times a day, free of charge, for families. Our school nurse comforts and cares for children daily. Our Speech & Language pathologist is committed to improving communication skills and connections for many of our students. Our classroom teachers are dedicated to the teaching and learning that happens. We appreciate the work of our school staff who make Lincoln a special place for our youngest learners.

The eggs have officially hatched! We have welcomed 21 chicks and 5 ducks into the world! Mrs. Crook's students have become experts in the chicken life cycle. They culminated their learning by performing a song, accompanied by hand motions, about the chicken life cycle. The chicks and ducks visited all the classrooms before leaving to their forever homes.

Invitation

Please join us on Thursday, May 28th, at 10:00, for the PreK Graduation. It will be hosted in the Lincoln gym.

Coquille Valley Elementary School Board Report for 5/13/2026



May

- **Week of May 4:** 4th grade Math CAT, 5th Grade Math CAT & PT
- **May 4:** Missoula Children's Theater auditions
- **May 7:** 7 pm PTK Meeting District Office
- **May 8:** No School/ BELONG Partners PD and Work Day
- **May 9:** MCT- Sawdust Theatre The Secret Garden 3pm and 7 pm
- **May 12:** Auditions for Talent Show
- **May 14:** Crisis Evacuation Drill & Talent Show 6 pm
- **May 15:** 6th grade visit to CJSHS
- **Week of May 11:** State testing 4th grade Math PT
- **Week of May 18:** State testing 3rd grade Math CAT & PT
- **May 20:** OMSI Assembly
- **May 20:** Spring Concert 6 pm
- **May 21:** 1st graders to visit from Lincoln
- **May 21:** 6th Grade Dance
- **May 22:** No School
- **May 25:** No School – Memorial Day
- **May 28:** PTK Popcorn Day
- **May 28:** Eagle Assembly
- **May 29:** 2nd grade field trip Plankhouse and North Bend Lanes
- **May 29:** Last day to meet AR goal for 3rd trimester

June

- **June 1:** End of year Choir and Band Party
- **June 2:** AR reward party (2-4th) Sturdivant Park BBQ details TBA
- **June 3:** AR reward party (5th-6th) Sturdivant Park BBQ details TBA

- **June 3:** 3rd Grade Field Trip
- **June 5:** CHS Grad Walk at 11 am- 2nd grade field trip& 6th grade vs Staff kickball
- **June 5:** PTK Color Run 6 pm
- **June 8:** Go over Electives with incoming 5th and 6th graders
- **June 9:** 6th Grade Field Trip to NorthBend for swimming and Pony Village Cinema
- **June 10:** CVE Field Day
- **June 11:** Last Day of School 1 pm early release
- **June 12:** Last teacher work day- checkout procedures

Honoring Our School Community

Teacher Appreciation Week (May 4–8):

This week, we celebrate the incredible dedication of our educators for their daily inspiration. From classroom innovation to the emotional support they provide daily, our teachers are the driving force behind our students' success. We have organized tokens of gratitude throughout the week to ensure our staff feels the deep appreciation of the entire school community.

School Lunch Hero Day (May 1):

We kicked off the month by honoring our nutrition professionals who ensure our students are well-fed and ready to learn. These "heroes" do more than just serve meals; they navigate strict nutritional standards and create a welcoming environment in our cafeterias. We thank them for their vital role in student health and academic achievement.

School Nurse Day (May 6):

Observed during National Nurses Week, School Nurse Day highlights the essential role our nursing staff plays in maintaining school safety and student wellness. Our nurses are on the front lines of health every day, bridging the gap between healthcare and education to ensure that every child is healthy, safe, and ready to reach their full potential.

Safety & Professional Growth

Crisis Evacuation Drill:

The safety of our students and staff remains our highest priority. This month, we are practicing our reunification routes during our crisis evacuation drill. These exercises allow us to test our emergency protocols in real-time, identify areas for improvement, and ensure that every individual on campus knows exactly how to respond calmly and efficiently in the event of an emergency. Students will evacuate to Lincoln School of Early Learning and the Coquille District Office on Thursday, May 14th.

May 8 Professional Development with Belong Partners:

Our staff recently engaged in transformative professional development with Belong Partners. This training focused on brain science, trauma-responsive practices, and social-emotional learning (SEL). By integrating these culturally affirming practices, we are working to build a more equitable school culture where every student feels a genuine sense of dignity and belonging.

Coquille Valley Talent Show:

Our annual Talent Show! From musical performances to unique hobby demonstrations, students across all grade levels had the opportunity to share their passions with peers and families. Events like these are crucial for fostering student confidence and building a vibrant, supportive school community.

6th Grade Glow-in-the-Dark Dance:

As our 6th graders prepare to transition to Coquille Junior/Senior High School, we have scheduled their last 6th grade dance. This event provides a joyful space for students to reflect on their elementary years and celebrate their growth with friends.

Academic Accountability**State Testing Update:**

State testing is currently in full swing at CVE. Our 3rd-6th students are working hard on their summative assessments in English Language Arts (ELA) and Math. We are focused on providing a quiet, supportive testing environment to ensure every student can accurately demonstrate their learning. We want to thank our families for their support in ensuring students arrive well-rested and prepared during this important window.

Accelerated Reader (AR) Goals:

The last day for students to meet their AR goal is May 29th and the finish line is in sight. To celebrate our students' literary achievements, we are heading to Sturdivant Park the first week of June for a high-energy BBQ and celebration! This event is a reward for every student who hits their reading target, featuring delicious food and outdoor fun. You are invited to join us during the afternoon of June 2nd and/or 3rd.

Coquille School District Athletic Director Report

May 2026

Calendar:

Sports You schedule for the next month is on the following pages.

6/? Sports Physicals at Coquille Jr/Sr High School

Areas of Focus and Note:

The search is under way for coaches for: Head and assistant high school boys' soccer, JV girls' basketball and junior high boys' basketball.

The CHS gym is slated for a new heating/cooling system as well as floor refinishing.

Final Forms will open on June 1st for fall sports. This will be the second year of use for this system that allows documents to be sent and received electronically for parents, students and coaches.

Plans are in place for the installation of two "Hydration Stations". One for the CHS gym and one for the cafeteria/multipurpose room.

Invitation:

Your presence at any event is welcomed.

The next Coquille Booster Club meeting is June 1, at 6:00 in the CHS Library

4:30 pm - 11:59 pm ● Baseball @ Siuslaw

4:30 pm - 11:59 pm ● Softball @ Siuslaw

5:15 pm - 11:59 pm ● Jr Hi Baseball v North Bend

May 6, 2026

Wednesday

2:30 pm - 11:59 pm ● Jr Hi T & F District @ Brookings

6:00 pm - 8:30 pm ● NHS Induction

May 7, 2026

Thursday

9:00 am - 11:59 pm ● District Forestry

5:45 pm - 7:45 pm ● High School Basketball awards

6:00 pm - 11:59 pm ● JH Softball v Bandon @ Bandon

May 8, 2026

Friday

3:00 pm - 11:59 pm ● Baseball v Siuslaw

3:00 pm - 11:59 pm ● Softball v Siuslaw

5:00 pm - 11:59 pm ● Baseball v Siuslaw

5:00 pm - 11:59 pm ● Softball v Siuslaw

May 9, 2026

Saturday

10:00 am - 11:59 pm ● HS T & F @ Grants Pass Rotary

10:00 am - 11:59 pm ● Jr Hi Baseball @ Myrtle Point

May 12, 2026

Tuesday

4:30 pm - 11:59 pm ● Baseball @ Sutherlin

4:30 pm - 11:59 pm ● Softball @ Sutherlin

May 13, 2026

Wednesday

3:30 pm - 11:59 pm ● HS T & F @ Myrtle Point

May 14, 2026

Thursday

6:00 pm - 11:59 pm ● JH Softball v Coos Bay 2 @ ESD

May 15, 2026

Friday

2:00 pm - 11:59 pm ● HS T & F @ Wally Ciochetti Invitational

3:00 pm - 11:59 pm ● Baseball v Sutherlin

3:00 pm - 11:59 pm ● Softball v Sutherlin

5:00 pm - 11:59 pm ● Baseball v Sutherlin

5:00 pm - 11:59 pm ● Softball v Sutherlin

5:15 pm - 11:59 pm ● Jr Hi Baseball v TBD

May 16, 2026

Saturday

10:00 am - 11:59 pm ● Jr Hi Baseball @ Bandon

10:00 am - 1:00 pm ● Youth Track Meet

2:00 pm - 11:59 pm ● JH Softball v Coos Bay 2 @ Bandon

4:00 pm - 11:59 pm ● JH Softball v Bandon @ Bandon

May 19, 2026

Tuesday

3:00 pm - 11:59 pm ● Baseball v North Valley

5:00 pm - 11:59 pm ● Baseball v North Valley

May 21, 2026

Thursday

5:30 pm - 7:30 pm ● Coquille JH vs MHS Varsity

6:00 pm - 11:59 pm ● JH Softball v Coos Bay 2

May 22, 2026

Friday

11:00 am - 11:59 pm ● HS T & F SD-2 District

May 23, 2026

Saturday

10:00 am - 11:59 pm ● Jr Hi Baseball v Florence

11:00 am - 11:59 pm ● HS T & F SD-2 District

May 28, 2026

Thursday

All-day ● OSAA State Track & Field Championships

May 29, 2026

Friday

All-day ● OSAA State Track & Field Championships

5:30 pm - 11:59 pm ● Coquille FFA Banquet

May 31, 2026

Sunday

10:00 am - 11:59 pm ● Jr Hi Baseball @ Myrtle Point

August 28, 2026

Friday



Coquille School District Technology Report

5-6-2026

We are wrapping up the year and in doing so we have been trying to allocate our time towards inefficiencies that have been recorded over the last year and are working on these issues.

We are currently working through a re-configuration of our Google Workspace. In the past our Google Workspace has been configured to provide students and staff with email accounts in our “csd8.info” domain. Moving forward students will remain to have a mailbox in the csd8.info domain, but staff will soon discontinue to utilize this mailbox as an active email account. When this change has concluded district staff will only utilize one email inbox and that will be the email account on the domain “coquille.k12.or.us”. These changes are currently in process. When all is completed school staff will only have one email account to manage.

We have improved our student online registration system. We have added an advantage dental form to collect information from parents that want their students to be included for dental screenings provided by Advantage Dental. I have also coordinated with them on a method to transfer this data so that our public's data remains secure. Rachel Price was a big help in getting this screening form added to our online registration!

We have recently rebuilt some of our district email groups, we found this last year that our secretaries had been unable to edit the members of certain district groups. This problem was found to be linked to a checkbox that had been checked at the time the group was created, and this setting was unable to be changed after the group's creation, causing the groups to be completely re-created to resolve the inability of our secretarial staff to edit these groups.

KRWL-LP status report: proposed location of Lincoln School of Early Learning was found as a viable location to relocate KRWL antenna and transmitter according to the feasibility report. Recently, we have inspected potential locations for equipment to be installed and set up. These locations have been photographed and measured and an email containing location specifics such as elevation, longitude and latitude, along with images and measurements, has been sent to Woods Communications, who is the company that will be coordinating this project's completion.

We recently demo-ed 2 Chromebooks provided to us from competitors of the districts currently preferred Chromebooks brand. We did this because we are currently investigating other Chromebook providers. In this last year, between the trade war, and now a global petroleum issue there has been a lot of fluctuation in the marketplace for Chromebooks. We have also experienced many issues with our current provider in correlation to securing replacement parts, and this has been frustrating while also not maintaining a good level of confidence in our current supplier. Pricing out other options is always a good thing to do yearly, and it ensures that we are making the right choice with our Chromebook investment.

There are many upcoming projects moving into this summer.

Respectfully,

A handwritten signature in black ink, appearing to read 'Sean Wirebaugh', written in a cursive style.

Sean Wirebaugh, Technology Director

FOOD SERVICE APRIL AT A GLANCE

Total Days with staff out: 11 days

Total meal service days: 20 days

90 sack lunches were sent out in April.

SFSP: Renewals submitted for Approval.

LOOKING AHEAD IN MAY

Lunch hero day May 1st. Gift bags and goodies are given to the cooks.

Kitchens decorated with fun superhero decorations.

Catering Opportunities:

Teacher appreciation cupcakes, board meeting meal

Sack lunches will be available for students going on field trips or athletic trips.

Renewals for School breakfast and lunch programs for 2026-27 school year.

Finalizing CEP information for ODE.

Renewal of State agency permanent agreement due June 2, 2026.



School Resource Deputy May Report

- *Went to Walmart to pick up 15 bike helmets that they donated.
- *Plan on doing bike rodeos at Lincoln and CVE this summer. What is a bike rodeo?
"A bike rodeo is a fun, educational event designed to teach children bicycle safety and hands on skills through hands-on activities and courses."
- *Completed driver's education for the school year. The 5 students who participated all passed the class.
- *Submitted reimbursement paperwork to ODOT for my most recent driver's education class. (This is for; classroom time, driving time, fuel for the car, any copies made etc....)
- *I will teach driver's education during the summer.
- *Followed up with issue at Winter Lakes Elementary.
- *Assisted with getting truck moved at Winter Lakes Elementary that was disabled and blocking a handicap parking spot.
- *Assisted with Winter Lakes HS admin. to look over court paperwork regarding students.
- *Assisted at Winter Lakes Elementary regarding a student and parent.
- *Assisted CVE Administration regarding a student and threats being made.
- *Sat in on threat assessment for a student at Lincoln.
- *Destroyed vape that was confiscated from a student at CVE.
- *I reviewed court paperwork with Admin. at CHS.
- *Help supervise Winter Lakes Prom dance.
- *Followed up regarding a student making threats at CVE.
- *Followed up with a student at CHS regarding an incident that occurred off campus.
- *Responded to Lincoln School regarding a student running off campus. This happened on two separate occasions.
- *Responded to Lincoln regarding a dog on campus. I was able to locate the owner of the dog and return it.
- *I spoke to a parent/guardian with concerns they had for their nephew.
- *Destroyed two vapes that were confiscated from a student at Coquille Jr/Sr High School.
- *I did a welfare check on a student at CVE.
- *Participated in skills day at SWOCC with three of our high school students on April 15th in the Criminal Justice part. We had a 1st and 3rd place finish.
- *I will be doing security at CHS Prom, which will be held at the North Bend Community Building.
- *I spoke to a parent regarding a Chromebook that needs to be returned.
- *Spoke to and tried to educate a student regarding riding an e-bike.

End of Report
Deputy John Owens

FROM THE DESK OF JEFF PHILLEY

FACILITIES

We are finalizing plans and contractors/vendors for the three main school improvement projects this summer. We have architectural plans to continue the CVE office remodel that includes cutting doors and windows into concrete walls. We will start that work shortly after students are out for summer. It will be a significant improvement to the office spaces and create a more workable and open environment for parent interactions.

Lincoln will have similar improvements to their office spaces. The main office will be on the upper level and will continue to improve security and openness for parents. It also includes some concrete cutting work and architecture plans.

Finally, the main project at CHS is to continue work on asbestos abatement and remodel for classrooms to complete the work on the north hallway. In addition, we are close to finalizing cost models for a transition from steam to electric heat throughout the building.

SPECIAL EDUCATION

We have finally finished our ODE special education audit. It took two full years. The first year ODE collected a random sample of student IEP's, thirty in total. They went through the thirty IEP's in detail, which included assessment of student eligibilities and paperwork sometimes going back six years.

Each time they found an area of improvement, we made note, and the next year when we had annual IEP meetings with parents, we made the improvement to the IEP with the team. The first year was identifying problems, the second year was fixing them. We received notice on Monday that we have completed all of our problems and are in good standing. Special thanks to Special Education secretary Andrea Gonzalez. Every time we made a paperwork improvement, Andrea had to communicate with ODE and upload the documents to a secure part of their server in a certain format, it was quite a bit of work. And thank you to our nine special education teachers and two SLP's that worked with the teams to correct any errors.

Throughout the process we worked as a team to create some new best practices to serve students and parents.

MCKENNY VENTO – HOMELESS STUDENTS

Thank you to Sean Wirebaugh and the technology department. Recently we have been able to provide a number of Winter Lakes students with 'hotspots'. For students moving from place to place due to unstable housing, a hotspot is a cellular device that can be hooked up to work on a specific chromebook for students to complete their work. They only need to be in a location that has cell phone service. For example, we had a family lose their house to a fire, and using these hotspots are the way they can access their schoolwork.

Jeff 5/6/26



Coquille

School District #8

Maintenance Department - May 2026 Board Report

The maintenance department has remained very busy this spring working to keep our athletic facilities in top condition for students, staff, and the community. Crews have continued regular maintenance and preparation of the baseball, softball, track, and flag football fields to ensure they remain safe, clean, and ready for practices, games, and events throughout the season. This includes mowing, field preparation, irrigation checks, equipment maintenance, and ongoing grounds upkeep across the district.

In addition to athletic field maintenance, staff have continued addressing daily work orders district-wide to help ensure our schools remain operational, safe, and comfortable learning environments for students and staff. The team has been balancing preventative maintenance, repairs, event setup needs, and unexpected issues that arise throughout the school year.

As we begin preparing for summer, the maintenance department is actively planning summer projects and scheduling work that can best be completed while students are out of the buildings. Summer work will include deep cleaning support, facility repairs, grounds projects, and other improvement efforts across the district.

The district has also been fortunate to receive fill dirt donations for Winter Lakes High School, allowing us to begin the gradual expansion and improvement of the parking lot area. We greatly appreciate the support and partnership from local contractors who have assisted with this project. Their generosity continues to help improve district facilities while reducing costs to the school district.

Moving into the summer months, the maintenance department will continue prioritizing work orders, facility improvements, grounds maintenance, and any additional needs that arise to help ensure our schools are prepared and ready for the upcoming school year.

Respectfully,

Sierra Britton

Maintenance Secretary



Cognille

School District #8

Section 5

Coquille School District - POPULATION ONLY REPORT

April 30, 2026

Lincoln

PK-4 43 (PK - Not Calculated in Grand Total)

KG 68

1st 63

Total 131

CVE

2nd 68

3rd 65

4th 72

5th 64

6th 74

Total 343

CJSHS

7th 50

8th 71

9th 54

10th 55

11th 60

12th 43

Total 333

WLE – Winter Lakes Elementary

KG 7

1st 12

2nd 15

3rd 10

4th 14

5th 14

6th 21

7th 20

8th 16

129

WLS – Winter Lakes High School

8th 3

9th 30

10th 49

11th 54 3 EO

12th 100 7 EO

Total 236

Grand Total 1172 (Does not include PK)



Cognille

School District #8

Section 6

COQUILLE SCHOOL DISTRICT #8
APPROPRIATIONS BY FUND & FUNCTION

5/11/2026															
FUND #		Adopted Budget 2025-2026	Function 1XXX Instruction	Adopted Budget 2025-2026	Function 2XXX Support Services	Adopted Budget 2025-2026	Function 3XXX Enter. & Comm. Svcs.	Adopted Budget 2025-2026	Function 4XXX Facilities Acq. & Const.	Adopted Budget 2025-2026	Function 5XXX Interag./Fund Trans.	Adopted Budget 2025-2026	Function 6XXX Contingency	Adopted Budget 2025-2026	Function 7XXX Unapp. EFB
100	Actuals	\$ 9,628,709	\$ 6,714,969	\$ 7,527,507	\$ 6,168,056	\$ 252,173	\$ 203,405	\$ -	\$ -	\$ 1,348,790	\$ 1,254,239	\$ 1,000,000	\$ -	\$ -	\$ -
100	Encumbrances		\$ 2,865,908		\$ 1,228,609		\$ 40,320		\$ -		\$ 1,605		\$ -		\$ -
		\$ 47,832	\$ 9,580,877	\$ 130,842	\$ 7,396,666	\$ 8,447	\$ 243,725	\$ -	\$ -	\$ 92,945	\$ 1,255,844	\$ 1,000,000	\$ -	\$ -	\$ -
2XX	Actuals	\$ 2,452,525	\$ 1,575,429	\$ 1,775,139	\$ 884,377	\$ 1,368,377	\$ 936,588	\$ 73,376	\$ 40,850	\$ 114,637	\$ 114,638	\$ -	\$ -	\$ -	\$ -
2XX	Encumbrances		\$ 587,624		\$ 421,596		\$ 235,429		\$ 32,526		\$ -		\$ -		\$ -
		\$ 289,472	\$ 2,163,053	\$ 469,166	\$ 1,305,973	\$ 196,359	\$ 1,172,018	\$ -	\$ 73,376	\$ (0)	\$ 114,638	\$ -	\$ -	\$ -	\$ -
3XX	Actuals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3XX	Encumbrances		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4XX	Actuals	\$ -	\$ -	\$ 175,562	\$ 168,688	\$ -	\$ -	\$ 1,225,001	\$ 152,961	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4XX	Encumbrances		\$ -		\$ 6,874		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -	\$ -	\$ 0	\$ 175,562	\$ -	\$ -	\$ 1,072,040	\$ 152,961	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6XX	Actuals	\$ -	\$ -	\$ 115,000	\$ 70,701	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
6XX	Encumbrances		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -	\$ -	\$ 44,299	\$ 70,701	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7XX	Actuals	\$ -	\$ -	\$ -	\$ -	\$ 8,243	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -
7XX	Encumbrances		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
		\$ -	\$ -	\$ -	\$ -	\$ 8,243	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL:		\$ 12,081,234	\$ 11,743,929	\$ 9,478,208	\$ 8,878,200	\$ 1,628,792	\$ 1,415,743	\$ 1,298,377	\$ 226,337	\$ 1,463,427	\$ 1,370,482	\$ 1,000,000	\$ -	\$ -	\$ -
		337,304		600,008		213,050		1,072,040		92,945		1,000,000		-	

COQUILLE SCHOOL DISTRICT #8

Year-to-Date Activity & Forecast

GENERAL FUND

Mar-26

		Adopted Budget 2025-2026	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December	Actual January	Actual February	Actual March	Estimate April	Estimate May	Estimate June	Actual/ Estimate Totals	Difference Actual/Estimate to Budget
Account #	Revenues:															
5400	Beginning Fund Balance	1,900,000	-	-	-	-	-	2,109,778	-	-	-	-	-	-	2,109,778	(209,778)
111x	Property Taxes	2,844,252	-	15,851	14,982	81,144	2,376,364	82,253	51,985	17,446	68,399	17,649	21,001	54,007	2,801,081	43,171
1114	HERT Tax	1,000	-	-	-	-	-	-	-	-	697	4,495	-	1,000	6,192	(5,192)
1510	Interest	230,000	14,775	15,100	15,765	13,619	16,448	19,698	19,259	19,097	19,610	19,089	19,089	17,007	208,556	21,444
17xx	Student Fees	28,000	-	-	2,710	7,002	1,618	3,611	3,883	2,715	3,171	3,856	992	-	29,557	(1,557)
1810	Child Development Center	135,000	9,586	11,638	8,020	8,704	5,362	5,517	4,936	4,900	5,854	6,200	6,200	7,386	84,302	50,698
1910	Rentals	25,000	1,985	1,985	1,985	1,985	1,985	1,985	1,985	1,985	3,969	1,985	1,985	3,171	26,985	(1,985)
1940	Services Provided Other LEA	-	-												-	-
1990	Miscellaneous Revenue	100,000	89	203	3,285	22,593	3,087	6,963	47,832	4,581	18,367	38,000	8,935	3,582	157,516	(57,516)
1991	Reimburseable Income	-	-												-	-
2101	County School Fund	14,500	-		23,347	-			10		139			7,250	30,745	(16,245)
2199	Other Intermediate	5,000	-											5,000	5,000	-
3101	State School Fund	14,300,000	2,360,133	1,179,359	1,179,289	1,178,743	1,178,603	1,178,022	1,178,022	1,178,022	1,155,774	1,155,774	1,155,774		14,077,516	222,484
3103	Common School Fund	174,427	-							80,861				87,213	168,074	6,352
3299	Other Restricted State Revenue	-	-												-	-
3910	DHS-Child Care	-	-												-	-
4801	Federal Forest Fees	-	-												-	-
490X	Revenue on Behalf of District	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200	Interfund Transfers	-	-	-	-		-	-	-	-	-	-	-	-	-	-
	TOTAL REVENUES:	19,757,179	2,386,567	1,224,135	1,249,381	1,313,789	3,583,467	3,407,827	1,307,912	1,309,606	1,275,979	1,247,047	1,213,976	185,616	19,705,302	51,877
	Expenditures:															
100	Salaries	8,406,734	206,622	266,626	738,363	748,916	790,076	726,838	691,004	731,765	768,038	730,823	712,032	1,552,545	8,663,647	(256,913)
200	Benefits	6,025,531	130,854	167,959	493,978	496,565	494,492	730,285	467,005	489,762	504,512	489,455	480,315	1,113,305	6,058,487	(32,955)
300	Purchased Services	1,228,014	73,216	37,963	132,244	34,707	97,702	77,844	79,965	81,453	84,674	82,949	109,751	85,060	977,528	250,486
400	Supplies & Materials	1,260,251	77,552	229,291	144,331	111,594	99,325	56,357	65,554	35,307	41,969	88,088	60,503	161,867	1,171,739	88,512
500	Capital Outlay	38,364	24,017	2,854	-	-	-	-	-	-	-	467	1,364	8,000	36,702	1,662
600	Other	1,175,285	163,047	267,964	34,514	15,509	110,725	56,232	8,520	27,387	19,122	356,484	100,209	10,500	1,170,213	5,072
700	Transfers Out	623,000				623,000	-								623,000	-
800	CONTINGENCY:	1,000,000												-	-	1,000,000
	TOTAL EXPENDITURES:	19,757,179	675,309	972,657	1,543,429	2,030,291	1,592,321	1,647,556	1,312,048	1,365,673	1,418,315	1,748,265	1,464,174	2,931,277	18,701,315	1,055,864
ESTIMATED FUND BALANCE/ CARRYOVER AT MONTH END:			1,711,258	1,962,736	1,668,688	952,186	2,943,332	4,703,602	4,699,467	4,643,400	4,501,064	3,999,846	3,749,648	1,003,987		
PROJECTED ENDING FUND BALANCE															1,003,987	-
PROJECTED ENDING FUND BALANCE PERCENTAGE OF ACTUAL (FORECAST) REVENUE AT 6/30/2025															5%	

COQUILLE SCHOOL DISTRICT #8
Year-to-Date Activity & Forecast
GENERAL FUND
For the period ending June 30, 2026

	ACTIVITY					
	Adopted Budget	YTD Actuals through Current Month	Encumbrances	Actuals Including Encumbrances	Forecast through 6/30/2026	% Actual to Budget
	2025-2026					
Revenues:						
Beginning Fund Balance	1,900,000	2,109,778	-	2,109,778	2,109,778	111.04%
Property Taxes	2,844,252	2,708,424	92,657	2,801,081	2,801,081	95.22%
HERT Tax	1,000	697	5,495	6,192	6,192	69.65%
Interest	230,000	153,372	55,185	208,556	208,556	66.68%
Student Fees	28,000	24,709	4,848	29,557	29,557	
Child Development Center	135,000	64,516	19,786	84,302	84,302	47.79%
Rentals	25,000	19,845	7,140	26,985	26,985	79.38%
Services Provided Other LEA	-	-	-	-	-	-
Miscellaneous Revenue	100,000	106,999	50,517	157,516	157,516	107.00%
Reimbursable Income	-	-	-	-	-	#DIV/0!
County School Fund	14,500	23,495	7,250	30,745	30,745	162.04%
Other Intermediate	5,000	-	5,000	5,000	5,000	
State School Fund	14,300,000	11,765,967	2,311,549	14,077,516	14,077,516	82.28%
Common School Fund	174,427	80,861	87,213	168,074	168,074	46.36%
Other Restricted State Revenue	-	-	-	-	-	-
DHS-Child Care	-	-	-	-	-	#DIV/0!
Federal Forest Fees	-	-	-	-	-	#DIV/0!
Revenue on Behalf of District	-	-	-	-	-	0.00%
Interfund Transfers	-	-	-	-	-	#DIV/0!
TOTAL:	19,757,179	17,058,663	2,646,639	19,705,302	19,705,302	86.34%

Expenditures:						
Salaries	8,406,734	5,668,247	2,995,399	8,663,647	8,663,647	67.43%
Benefits	6,025,531	3,975,412	2,083,075	6,058,487	6,058,487	65.98%
Purchased Services	1,228,014	699,768	277,760	977,528	977,528	56.98%
Supplies & Materials	1,260,251	861,281	310,458	1,171,739	1,171,739	68.34%
Capital Outlay	38,364	26,871	9,831	36,702	36,702	70.04%
Other	1,175,285	703,020	467,193	1,170,213	1,170,213	59.82%
Transfers Out	623,000	623,000	-	623,000	623,000	100.00%
SUB-TOTAL:	18,757,179	12,557,599	6,143,716	18,701,315	18,701,315	66.95%
CONTINGENCY:	1,000,000	-	-	-	-	-
TOTAL:	19,757,179	12,557,599	6,143,716	18,701,315	18,701,315	

PROJECTED ENDING FUND BALANCE	1,003,987
PROJECTED ENDING FUND BALANCE PERCENTAGE OF ACTUAL (FORECAST) REVENUE AT 6/30/2026	5%



Cognille

School District #8

Section 8

Coquille School District 8**Donation Acceptance**

Donor Name	PTK
Donor Address	1115 N. Birch St. Coquille
Donor Phone	541-260-4191
Item or Amount Donated	\$288.00
Date of Donation	4/23/2026
Purpose of Donation	2nd Grade End of Year Celebration
Conditions of Donation	Check # 5037
Date Check to Business Office	
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	
Date Purchase Made:	
What was Purchased:	
PO#:	
Closure	
Submitted By	Nelli Hartman

**COQUILLE ELEMENTARY
SCHOOL PTK**

PH. 541-260-4191
1115 N BIRCH ST.
COQUILLE, OR 97423

96-7423
3232

5037

4.11.2026

Date

Pay to the
Order of

Coquille School Dist

\$ 288 -

Two Hundred Eighty-Eight Only

Dollars



first community
credit union

myfirstccu.org • 541-396-2145

For

2nd grade class party

⑆ 3 23 27 4 23 8 ⑆ 100 1000 23 30 8 20 ⑆ 50 3 7

Thank you PTK for
Supporting our 2nd graders;
end of the year celebration!
Your generous donation will
help us purchase t-shirts,
glow in the dark markers,
glow glasses, popsicles, and
stickers. We truly appreciate
your support!

- CVE
Staff

Coquille School District 8**Donation
Acceptance**

Donor Name	Westrum Funeral Services, Inc. DBA: Amling-Schroeder Funeral Service
Donor Address	PO Box 37 Coquille, OR 97423
Donor Phone	Unknown
Item or Amount Donated	Check #30536 -\$200.00 Check #30555 - \$100.00
Date of Donation	Dated 3/20/26, Received 4/20/26
Purpose of Donation	To support Robotics Club
Conditions of Donation	None
Date Item to Business Office	4/28/26
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	
What was Purchased	
PO#	
Closure	
Submitted By	Becky Sproul

Th

Thank you
-Asher

Thank you
-Daria S.

Thank you
-Daria S.

Thank you
-Daria S.

Thank you
-Karin

Thank you - Oliver Andersen

Thank you!!
-Karin

Edun
H. Thank
you

Thank
you - Kenyon S.

Chrisper
meach

Thank you!!

Thank you!
-X. Lopez

Thank
you
-Mayke

Thank
you - Abby
-Kenyon

Thank you!
-Tye LeBlanc

Thank you
for the
donation

Thank you so much for the donation.

Thank you Amling and Schroeder!

Your donation helps our robotics program
continue to grow and develop. Your
generosity will enable us to continue
purchasing important materials necessary to
our program.

- Red Devil Robotics

John Wund

Coquille School District 8**Donation
Acceptance**

Donor Name	Eagles Auxiliary #2196
Donor Address	PO Box 305 Coquille, OR 97423
Donor Phone	Unknown
Item or Amount Donated	Check #1295 - \$500.00
Date of Donation	Dated 4/20/26
Purpose of Donation	To support Robotics Club
Conditions of Donation	None
Date Item to Business Office	4/28/26
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	
What was Purchased	
PO#	
Closure	
Submitted By	Becky Sproul

Thank you!
X. Aigls

~~over the~~
Thank
you for the
contribution

Thank you

Dan S.

Thank you
- Jack T.

Thank you
- Kasey

Thank you
- Kenneth

Thank you!!
Juniper
meed

Thank you
- Kristin Wilson

Thank you -

Oliver Andersen

Thank you so much!

Thank you
Kensan S.

Thank you! Thank you!
- maybe
After

Thank
you!
Kam

Thank you &
much!

- Tyler LeBeyec

Thank you
Ethan H.

Thank you Eagles Auxiliary!

Your support is so important to
the continued development of our
students. Thanks to you we ^{will} be
able to purchase important materials
and grow our program.

- Red Devil Robotics
Julian Ward

Coquille School District 8**Donation
Acceptance**

Donor Name	Coquille Aerie 2196 – Fraternal Order of Eagles
Donor Address	PO Box 831 Coquille, OR 97423
Donor Phone	Unknown
Item or Amount Donated	Check #4976 - \$1000.00
Date of Donation	Dated 4/21/26
Purpose of Donation	To support Robotics Club
Conditions of Donation	None
Date Item to Business Office	4/28/26
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	
What was Purchased	
PO#	
Closure	
Submitted By	Becky Sproul

Thank you eagles
 we are very thankful - Rayton
 Thank you - Keshya S.
 Thank you! - Juniper meeoh
 Thank you! - Jack T.
 Thank you! - Kumi
 Thank you! - E+Lan
 Thank you! - E+Lan
 Thank you! - Mayte
 Thank you! - Kevin
 Thank you! - Kenneen
 Thank you! - Oliver Andressen
 Thank you! - Abby
 Thank you! - Arsen
 Thank you! - Tyler
 Thank you! - Kevin
 Thank you! - Kenneen
 Thank you! - Oliver Andressen
 Thank you! - Abby

Thank you, Eagles!

Your sponsorship enables our
 program to continue to grow
 and our students to develop
 important skills for their
 futures.
 - Red Devil Robotics
 John Ward

Coquille School District 8**Donation
Acceptance**

Donor Name	Foursquare Church of Coquille
Donor Address	1546 N Hemlock St Coquille, OR 97423
Donor Phone	541-396-5548
Item or Amount Donated	Check #5378 - \$439.00
Date of Donation	Dated 4/20/26
Purpose of Donation	To help Graduating Class of 2026 with purchasing yearbooks and caps & gowns
Conditions of Donation	None
Date Item to Business Office	4/28/26
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	
What was Purchased	
PO#	
Closure	
Submitted By	Becky Sproul

Dear Foursquare Church of Coquille,
On behalf of our school and graduating seniors, we would like to extend our heartfelt thanks for your generous donation. Your support in helping purchase yearbooks and caps and gowns for our students mean more than words can express. Because of your kindness, several of our seniors will be able to fully participate in these important milestones and celebrate their accomplishments along side their peers. We are truly grateful for your continued support of our students & community!

CHS - Class of 2026

Coquille School District 8**Donation
Acceptance**

Donor Name	Ann M. Messerle
Donor Address	94881 Stock Slough Ln Coos Bay, OR 97420
Donor Phone	541-267-6606
Item or Amount Donated	Check #5789 - \$300.00, dated 4/3/26
Date of Donation	Received in office 4/17/26
Purpose of Donation	To support Coquille's Girls High School Football team
Conditions of Donation	None – See attached
Date Check to Business Office	4/21/26
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	
What was Purchased	
PO#	
Closure	
Submitted By	Becky Sproul

Ann messerle,

On behalf of our Softball
Program, we would like to
extend our sincere thanks for
your generous donation.

We truly appreciate your
commitment to supporting our
students and their activities."

Go Red Devils!

Coquille School District 8**Donation
Acceptance**

Donor Name	Coquille Valley Booster Club
Donor Address	499 W Central Blvd Coquille, OR 97423
Donor Phone	N/A
Item or Amount Donated	Check #170 - \$450.00
Date of Donation	4/7/26
Purpose of Donation	To support Choir Program
Conditions of Donation	None
Date Check to Business Office	4/14/26
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	
What will be Purchased	
PO#	
Closure	
Submitted By	Becky Sproul

Thankyou guys! We appreciate
the donation, Thankyou guys for
lessing us go on this trip!!
- Nevada

Thank you so much
for giving us the chance
to do something as a
choir!! We appreciate it
a lot!! - Ann Rogers

Abbey



LOVE

YOU

Thank you very
much for the
money I appreciate
it very much - Raigu

Thank you so so much
for the donation we
appreciate it so much!

- Jackie M.

Thank you so much for
everything you guys do!
we appreciate the donation
& we're so excited for
this trip. - Valorie L.

Thank you so much for
your ongoing support for
music here at C.H.S. The
students and I greatly appreciate
your donation.
- Sean Bridges

Thank you so
much for the
money your amazing
- Mayhan F

Coquille School District 8**Donation
Acceptance**

Donor Name	Coquille Valley Booster Club
Donor Address	499 W Central Blvd Coquille, OR 97423
Donor Phone	N/A
Item or Amount Donated	Check #171 - \$640.00
Date of Donation	4/7/26
Purpose of Donation	To help the HS Track and Field program with purchasing some extra uniforms
Conditions of Donation	None
Date Check to Business Office	4/14/26
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	See Attached
Date Purchase Made	4/6/26 – Receipt included
What will be Purchased	Track Singlets and Tank Tops
PO#	261435 – Vendor: TeamTime, LLC Credit Card Used for Purchase
Closure	
Submitted By	Becky Sproul

BRIELLE
NELSON

-THANK YOU!

[Signature]

Thank you for
new uniforms!

Will Smiley
✓

Mattilyn
nelson

[Signature]

Thank
You!

-Julia
Martinez

[Signature]

Thank you
-Synthia
Salazar

[Signature]

Kaylin

Coquille School District 8**Donation Acceptance**

Donor Name	Sprout Timber Salvage
Donor Address	P.O. Box 275 Myrtle Point OR 97458
Donor Phone	541-297-8248
Item or Amount Donated	Keyboard
Date of Donation	4/27/26
Purpose of Donation	Student support for music
Conditions of Donation	
Date Check to Business Office	
Date Donation Accepted by Board	
Expression of Thanks (Copy to DO)	
Date Purchase Made:	
What was Purchased:	
PO#:	
Closure	
Submitted By	Delli Neill

Sprout Timber Salvage,

Thank you so much for donating the keyboard to our music program at Coquille Valley Elementary. We really appreciate it! Our teacher and students were very excited to get it out and set it up.

We're very grateful for your kindness and for supporting our school!

-CVE
Staff

Sprout Timber Salvage
P.O. Box 275
Myrtle Point, OR 97458