

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

2024-2025 Board of Directors

Board Chair: Shannon Swedenborg
Board Vice-Chair: Katherine Davidson
Board Members: Sondra Gomez, Jason Haag,
Kevin LaCoste, Chuck Mattocks, and Brian Taylor
Superintendent: Susan Penrod

Regular Meeting

Monday, December 15, 2025 at 6:00 PM

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

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

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

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

1. **CALL TO ORDER**

- 1.1. Acknowledgement of Board Members Present
- 1.2. Pledge of Allegiance

2. **AGENDA REVIEW**

3. **REPORTS**

3.1. STUDENT BUSINESS

Speaker(s): Ella Crater

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

Attachments:

SHS Student School Board Report 12_11_2025
Attachments}}

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3.2. SUPERINTENDENT'S REPORT

Speaker(s): Susan Penrod

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

Attachments:

December 15, 2025 Supt Report

6

Attachments}}

3.3. ADVISORY COMMITTEE - Strategic & Operational Planning

Speaker(s): Jason Haag

3.4. BUSINESS & FISCAL SERVICES REPORT

Speaker(s): Toni Vandershule

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

3.4.1. Revenue & Expenditure by Function

Attachments:

November 2025 Board Report Function 1

10

Attachments}}

3.4.2. Revenue & Expenditure by Object

Attachments:

November 2025 Board Report Object 2

11

Attachments}}

3.5. SCHOOL REPORTS

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

3.6. CANNON BEACH ACADEMY REPORT

Speaker(s): MaryEllen Kiffe

Attachments:

Director's Report 12_25

12

Attachments}}

3.7. UNION REPORTS

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

3.8. TAG REPORT

Speaker(s): Cate Blakesley

Attachments:

Talented and Gifted Students Slides

36

TAG Seaside Updated 11_25

14

Attachments}}

3.9. SCHOOL BOARD STATEMENT ON STAFF SAFETY

Speaker(s): Shannon Swedenborg

4. **PUBLIC COMMENT**

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

5. **CONSENT AGENDA - Action**

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

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

Attachments:

Seaside SD 11-18-2025 SB Meeting Minutes 45
Attachments}}

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

Attachments:

Recommendation for Hire Form -Wallin 55
Attachments}}

5.3. Ratify Resignation of Jennifer Wojturski/Elementary Teacher

Attachments:

Wojturski, J. - Resignation 56
Attachments}}

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

Attachments:

12152025_Volunteer Coach_Megan River 57
Attachments}}

6. **ACTION ITEMS**

6.1. Appointment of Budget Committee Members

Attachments:

Budget Committee Ranking Form 2025 (Responses) - Form Responses 1 58
Attachments}}

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

Attachments:

Gift Approval_Herche_Dec 2025 59
Attachments}}

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

• **Book Study Discussion**

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

8. **INFORMATION ONLY**

8.1. Classified Employment:

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

8.2. Classified Resignations:

- Kyle Duffy - Technology Support Specialist

9. **ADJOURN**

SHS Student School Board Report 12/11/2025- Ella Crater

- Sports Events
- ASB Events
- Band/Drama/Choir
- Updates

Upcoming Sports Events:

Girls Basketball- Varsity

- 12/12/25 6:30pm vs. Banks (@ Home)
- 12/15/25 7:00pm @ Stayton
- 12/18-20/25 **Holiday Classic** Tournament (@ Home)
- 1/02/26 5:30pm vs. Valley Catholic (@ Home)
- 1/06/26 5:00pm @ Junction City
- 1/09/26 5:30pm vs. The Dalles (@ Home)
- 1/13/26 5:30pm @ Astoria (**Clatsop Clash!**)
- 1/16/26 5:30pm vs. St. Helens (@ Home)

Boy Basketball- Varsity

- 12/15/25 5:30pm @ Stayton
- 12/18-20/25 **Holiday Classic** Tournament (@ Home)
- 12/28-30/25 Vince Dulcich Tournament (@ Astoria)
- 1/06/25 6:30pm @ Junction City
- 1/09/25 7:00pm vs. The Dalles (@ Home)
- 1/13/25 7:00pm @ Astoria (**Clatsop Clash!**)
- 1/16/25 7:00pm vs. St. Helens (@ Home)

Wrestling-

- 12/13/25 Warrenton Invitational
- 12/20/25 Three River Classic
- 1/02-03/25 Don York Invitational
- 1/08/25 Taft Invitational
- 1/10/25 Tigard Wrestling Tournament
- 1/13/25 Warrenton/Astoria @ Seaside (Home)
- 1/17/25 Rouge River Rumble @ River Ridge HS (WA)

Swimming-

- 12/13/25 Newport Invitational
- 12/18/25 Seaside @ Tillamook (Dual)
- 12/20/25 Gladstone @ Seaside (Home)
- 1/08/25 Seaside @ Astoria (**Clatsop Splash!**)
- 1/13/25 Taft Invitational
- 1/17/25 Tillamook Cheese Relays @ Tillamook

ASB Events-

Winter Week- 12/15- 12/20

Dress Up Days, Assemblies, & More!

ASB Clothing Drive- 01/05- 01/09

Students, Staff, Community Members- Please Donate this Winter Season, so that everyone has warm clothes to wear!

Coin Clash- All Weeks of the Clatsop Clash

A friendly competition between Seaside and Astoria to raise money for different charities! This year the charity we are donating the proceeds to is Clatsop Behavioral Health!

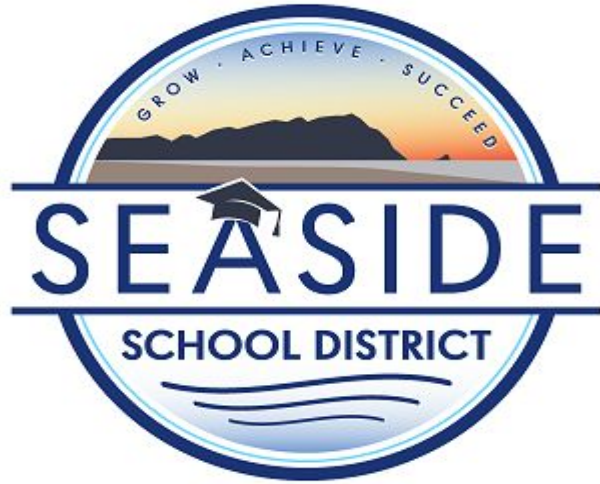
Band/Drama/Choir-

- 12/11/25 (Tonight!) Clatsop Country Combined Jazz Night (Astoria, Warrenton, & Seaside)
- 1/09/25 District Honor Band
- 1/16-1/19 All State Honor Band/Choir
- Winter One Acts- In Progress!

Updates-

Food Drive- Raised a total of ~450lbs for South County and Cannon Beach Food Banks! Almost reached our goal of 500lbs.

Thank You's- Special thanks to the Counseling Department for putting up with all of our schedule changes, and chaos going into the new term, and to everyone at the school district for helping us learn and giving us access to the resources we need to grow!



Superintendent's Report
School Board Meeting
December 15, 2025

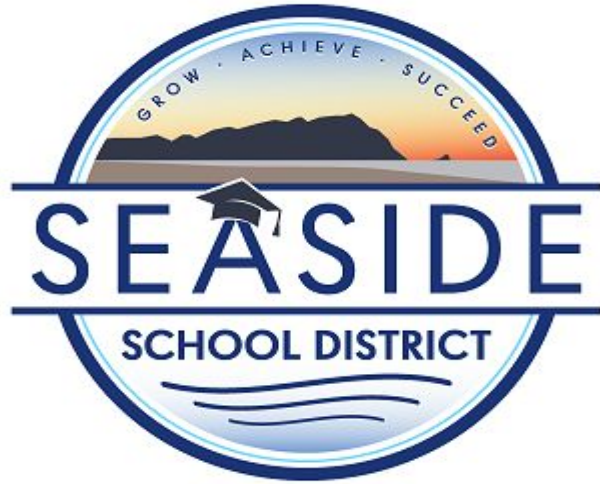
Community Support For Our Families During The Holidays

- December 13-14: Shop With A Cop
 - Local police department and sheriff's office
 - Seaside Rotary
 - Fred Meyer
- December 17: Santa's Workshop
 - Seaside Rotary
 - SHS Pacifica students
 - Toys For Tots
- December 18: Adopt A Family Deliveries
 - Rotary Members
 - School Counselors

Clatsop County Community Partners

Monthly meetings to coordinate care for students and families

- School districts
- Public Health
- Clatsop Community Action
- Care Oregon
- Consejo Hispano
- Oregon Department of Human Services (ODHS)
- Clatsop Behavioral Health (CBH)
- Columbia Pacific Coordinated Care



Thank You To Our Staff, Students and Families!

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

For Period Ending November, 2025

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 22,598,580	\$ 19,682,906	\$ -	12.90%	\$ (2,915,674)
Intermediate Revenue	1,700,000	238,375	-	85.98%	(1,461,625)
State Revenue	450,000	73,219	-	83.73%	(376,781)
Federal Revenue	48,000	579	-	0.00%	(47,421)
Transfers	-	9,999	-	0.00%	9,999
Beginning Fund Balance *	8,396,763	-	-	100.00%	(8,396,763)
Total Revenues	\$ 33,193,343	\$ 20,005,078	\$ -	39.73%	\$ (13,188,265)

Expenditures:					
1000- Instruction	\$ 15,989,324	\$ 4,092,945	\$ 10,054,827	11.52%	\$ 1,841,552
2000- Support Services	10,292,719	4,315,126	4,905,608	10.41%	1,071,985
5200- Transfers	811,300	-	-	100.00%	811,300
6100- Operating Contingency	6,100,000	-	-	100.00%	6,100,000
Total Expenditures	\$ 33,193,343	\$ 8,408,071	\$ 14,960,435	29.60%	\$ 9,824,837

*Pending audit completion

For Period Ending November, 2025

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 1,268,666	\$ 224,827	\$ -	82.28%	\$ (1,043,839)
State Revenue	3,224,199	32,305	-	99.00%	(3,191,894)
Federal Revenue	1,785,752	-	-	100.00%	(1,785,752)
Interfund Transfers	195,000	-	-	100.00%	(195,000)
Sale of Fixed Assets	-	-	-	0.00%	-
Beginning Fund Balance *	708,808	-	-	100.00%	(708,808)
Total Revenues	\$ 7,182,425	\$ 257,132	\$ -	96.42%	\$ (6,925,293)

Expenditures:					
1000- Instruction	\$ 4,008,854	\$ 829,447	\$ 2,039,069	28.45%	\$ 1,140,338
2000- Support Services	1,695,255	515,347	626,893	32.62%	553,015
3000- Community Services	1,420,900	342,399	648,414	30.27%	430,087
4000- Facilities Acquisition & Const	-	-	-	0.00%	-
5100- Debt Services	28,710	11,475	16,065	0.00%	1,170
7000- Reserved for Next Yr	28,706	-	-	0.00%	28,706
Total Expenditures	\$ 7,182,425	\$ 1,698,668	\$ 3,330,441	29.98%	\$ 2,153,316

*Pending audit completion

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

For Period Ending November, 2025

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 19,241,100	\$ 17,244,729	\$ -	\$ (1,996,371)
1112 Prior Taxes	574,780	241,552	-	(333,228)
1114 PILOT (Payment In Lieu Of Taxes)	20,000	10,484	-	(9,516)
1121 Current Local Taxes	2,100,000	1,971,838	-	(128,162)
1122 Prior Local Taxes	57,000	26,376	-	(30,624)
1190 Interest on Taxes	-	-	-	-
1411 Transportation Fees/Other	-	-	-	-
1510 Interest	450,000	111,852	-	(338,148)
1740 Student Fees	5,700	-	-	(5,700)
1910 Rentals	20,000	14,364	-	(5,636)
1920 Contributions & Donations	-	-	-	-
1940 Services Provided To Others	-	-	-	-
1960 Recovery of Expenditures	-	-	-	-
1990 Miscellaneous Revenue	130,000	61,711	-	(68,289)
1991 E-Rate Reimbursement	-	-	-	-
Total Local Revenue	22,598,580	19,682,906	-	(2,915,674)
2101 County School Fund	1,600,000	238,375	-	(1,361,625)
2102 General Education Service District	100,000	-	-	(100,000)
2199 Other Intermediate Sources	-	-	-	-
Total Intermediate Revenue	1,700,000	238,375	-	(1,461,625)
3101 State School Fund Grant	-	-	-	-
3103 Common School Fund	200,000	-	-	(200,000)
3104 State Timber Revenue	250,000	73,219	-	(176,781)
3199 Unrestricted Revenue	-	-	-	-
3204 Driver Education	-	-	-	-
3299 Other Restricted Grants in Aid	-	-	-	-
Total State Revenue	450,000	73,219	-	(376,781)
4300/4500 Federal Revenue	48,000	579	-	(47,421)
4801 Federal Forest Fees	-	-	-	-
Total Federal Revenue	48,000	579	-	(47,421)
5200 Interfund	-	-	-	-
5300 Other Sources	-	9,999	-	9,999
5400 Beginning Fund Balance *	8,396,763	-	-	(8,396,763)
Total Other Sources	8,396,763	9,999	-	(8,386,764)
Total Revenues	\$ 33,193,343	\$ 20,005,078	\$ -	\$ (13,188,265)

Expenditures:				
100 - Salaries	\$ 13,776,748	\$ 4,055,540	\$ 8,822,693	\$ 898,515
200 - Benefits	8,273,999	2,266,440	5,201,412	806,147
300 - Purchased Services	1,951,753	738,234	650,613	562,906
400 - Supplies & Materials	1,672,050	559,907	265,304	846,839
500 - Capital Outlay	100,000	247,349	17,864	(165,213)
600 - Other Objects	507,493	540,601	2,549	(35,657)
700 - Transfers	811,300	-	-	811,300
800 - Operating Contingency	6,100,000	-	-	6,100,000
800 - Unappropriated EFB	-	-	-	-
Total Expenditures	\$ 33,193,343	\$ 8,408,071	\$ 14,960,435	\$ 9,824,837

*Pending audit completion

For Period Ending November, 2025

Special Revenue Funds - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
Local Revenue	\$ 1,234,634	\$ 216,802	\$ -	\$ (1,017,832)
Intermediate Revenue	34,032	8,025	-	(26,007)
State Revenue	3,224,199	32,305	-	(3,191,894)
Federal Revenue	1,785,752	-	-	(1,785,752)
Interfund Transfers	195,000	-	-	(195,000)
Sale of Fixed Assets	-	-	-	-
Beginning Fund Balance *	708,808	-	-	(708,808)
Total Revenues	\$ 7,182,425	\$ 257,132	\$ -	\$ (6,925,293)

Expenditures:				
100 - Salaries	\$ 2,688,956	\$ 855,545	\$ 1,993,625	\$ (160,214)
200 - Benefits	1,441,427	431,086	1,105,094	(94,753)
300 - Purchased Services	592,242	215,556	70,395	306,291
400 - Supplies & Materials	2,400,383	97,580	145,198	2,157,605
500 & 600 - Capital & Other Objects	30,711	98,901	16,129	(84,319)
700 - Transits	-	-	-	-
800 - Reserved for Next Yr	28,706	-	-	28,706
Total Expenditures	\$ 7,182,425	\$ 1,698,668	\$ 3,330,441	\$ 2,153,316

*Pending audit completion



Director's Report MaryEllen Rogozinski December 2025

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

Running Club Shoes

We received very generous donations from Cannon Beach Fitness and two of our families to purchase new shoes, print new team shirts, and pay for our 5K run in the Spring.



Lamp Lighting

The Annual Cannon Beach Lamp Lighting is happening on December 6th. Our K-5th Graders will perform 3 songs Saturday afternoon. It is such a sweet event and the kids sound amazing! 2 of our 8 fifth graders, along with our Board President, Phil Vincent, will participate in the lighting of the lamp to kick off the holiday season. After the ceremony, the PTO will host a Christmas party for students and their families at Jeffrey Hull Gallery. There will be a delicious spread of food donated by The Smokehouse, Sleepy Monk Coffee, and Cannon Beach Bakery.



Wreath, Garland, and Poinsettias

The PTO has had another successful Wreath, Garland, and Poinsettia fundraiser this year, raising over \$4,000! The money raised from the fundraiser will be used for playground updating and maintenance, after school clubs, art and PE supplies, and field trips.



Upcoming Events

December 10 - Cannon Beach History Center Visit

December 17 - Staff/Volunteer Holiday Party

December 19 - Pajama Day

December 22-January 2 - Winter Break (School Resumes on 1/5)

Seaside School District

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
School District Policy on the
Education of Talented and
Gifted Students**



**Section 3: Identification of
TAG-Eligible Students**



**Section 4: Instructional
Services and Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**Appendix:
Glossary**

Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student’s rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).



Section 2: School District Policy on the Education of Talented and Gifted Students

Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

[Talented & Gifted Program & Services - IGBB](#)

[Talented & Gifted Identification - IGBBA](#)

[Appeal Procedure for Talented & Gifted Identification - IGBBA-AR](#)

[Records & Data Management - EH-AR](#)

B. Implementation of Talented & Gifted Education Programs and Services

[TAG Programming Description](#)



Section 3: Identification of TAG-Eligible Students

Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>STEP 1: Referral – A student may be referred for a TAG evaluation by a teacher, parent, or self.</p> <ul style="list-style-type: none">A. No matter who refers a student for TAG evaluation, the building-level TAG Coordinator will give the child’s teacher(s) or counselor the Referral for TAG (teacher) and the Behavioral Characteristics Checklist. Parent/Guardian Referral for TAG will also be given to parents. Once these forms are completed, they are returned to the building-level TAG Coordinator.B. If a parent makes the referral, the building-level TAG Coordinator will have the Parent/Guardian Referral for TAG. <p>STEP 2: Gather Data from cumulative records and request permission to test if needed.</p> <ul style="list-style-type: none">A. The teacher, team lead/chair, or counselor will gather information from the student’s cumulative file to complete the Referral for TAG (teacher). The

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>name of the test, scores, and percentile* scores in total reading and total mathematics or general intelligence need to be recorded on the referral form. <i>*If available in the student's records.</i></p> <p>B. The teacher, team lead, or counselor will return the <i>Referral for TAG</i> to the building-level TAG Coordinator, who will forward it to the District TAG Coordinator.</p> <p>C. The TAG Coordinator will mail a TAG Referral Process Notification to the student's parents to let parents know that their child has been referred for TAG evaluation, explain the steps in the process, and allow them to give permission for additional testing, as needed.</p> <p>STEP 3: <u>Screening</u></p> <p>A. If the child is being referred for general intelligence and there is no previous score on file, the district may administer the Kaufman Brief Intelligence Test (KBIT) or NNAT3 as a screening tool or other appropriate assessment.</p> <p>B. If the child is being referred because of talent in reading or mathematics, State test scores, other standardized test scores placing the child at or above the 90th percentile or the top 10% of students in each building.</p> <p>STEP 4: <u>Documentation</u> – At this point, the building-level TAG Coordinator will continue to develop a profile of the student to aid the team in making a correct determination. Other information that may be used include:</p> <p>A. Additional test scores that indicate talent in reading or mathematics or indicate high intelligence.</p> <p>B. Classroom work samples that indicate TAG quality.</p> <p>C. Additional checklists appropriate for an individual student, such as:</p> <ol style="list-style-type: none"> i. Gifted Profiles ii. Behavioral Characteristics Checklist iii. Referral for TAG (teacher)

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> iv. Parent/Guardian Referral for TAG v. Student Questionnaire when appropriate <p>D. The Student Information form may be used if a student self-refers or to gather additional information that may be relevant for identification.</p> <p>STEP 5: <u>Additional Testing</u> – If additional intelligence or academic testing is needed to make an accurate determination, it is done at this point.</p> <p>STEP 6: <u>Submission of Profile</u></p> <p>A. The District TAG Team, including teachers from all levels, the District TAG Coordinator, the School Psychologist, using the above information, will review the profile and determine if the student meets the criteria for inclusion in the District’s TAG program. Oregon law defines TAG students as <u>“those students who require special educational programs or services or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society.”</u> ORS 343.395</p> <p>STEP 7: <u>Notification</u></p> <p>A. The District TAG Coordinator will send a letter (Qualifying Letter and Non-Qualifying Letter) to the parents informing them of the Tag Team’s decision. The letter will also inform parents of their right to appeal the decision. The Coordinator will also send a letter to the building-level TAG coordinator.</p> <p>B. <u>If the student qualifies</u> for TAG, the District Support Specialist will flag the student as TAG in Synergy, create a blue TAG folder, and ensure all items on the checklist are added. The blue file will be sent to the building to place in the student’s cumulative file and will be updated yearly by the building-level TAG Coordinator. TAG File Requirements.</p> <p>C. The building-level TAG Coordinator will send the teacher(s) the Personal Education Plan document to create a plan for the student.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>STEP 8: <u>Personal Education Plan:</u></p> <p>A. The student’s classroom teacher(s) will develop a Personal Education Plan for the identified student to accommodate the student’s individual rate of learning.</p> <p>B. The plan will indicate the rate and level of learning. The plan will indicate the rate and level of assessments used by the teacher and modifications the teacher will make if the assessment indicates the need for such modifications. This plan will be shared with the student’s parents.</p> <p>C. Parents will receive a copy of the plan to sign and return to school.</p> <p><i>*This Plan will be reviewed and updated at the beginning of each school year.</i></p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p><u>Local Performance Assessment Data</u></p> <ul style="list-style-type: none"> ● Star Reading ● Star Math ● District Writing ● End of Course Exams <p><u>State and National Assessment Data</u></p> <ul style="list-style-type: none"> ● OSAS Results ● NNAT3 ● KBIT <p><u>Learning Progressions</u></p> <ul style="list-style-type: none"> ● Classroom Based-Assessments ● Progress Monitoring ● Grade Reports <p><u>Evidenced-Based Checklist</u></p> <ul style="list-style-type: none"> ● Parents ● Teacher ● Student

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<ul style="list-style-type: none"> ● All TAG communication is translated. ● TAG program information is translated. <p><u>Data Collection</u></p> <ul style="list-style-type: none"> ● Non-Verbal Assessments ● Qualitative Checklists ● Parent Referral is Translated ● Universal Screener is Non-Verbal ● Multiple Measures of Data
<p>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse</p>	<ul style="list-style-type: none"> ● Behavioral Characteristics Checklist ● Teacher Referral for TAG ● Research-Based Checklist for Challenging Behaviors that Mask Giftedness ● Characteristics of Gifted English Learners ● Gifted Profiles ● Parent Referral - English ● Translated Parent Referral (Spanish) ● Local norms to identify top 10% of universal screener
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<ul style="list-style-type: none"> ● Non-Verbal Assessment ● Qualitative Checklists and Profiles for Diverse Learners (profiles, ELL Characteristics) ● Local Norms ● Universal Screener ● Multiple Modes and Measures of Data
<p>Universal Screening/Inclusive considerations</p>	<ul style="list-style-type: none"> ● Teachers and proctors utilize best practices in test administration ● All accommodations as required in student's 504s and IEPs are provided ● NNAT3 is a non-verbal screener administered in second grade

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> ● STAR Reading and Math with multiple opportunities in grades 1-8 ● Early Literacy is given in Kindergarten ● These assessments are available in Spanish
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	District and Local Norms STAR National Norms NNAT3 OSAS
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<ul style="list-style-type: none"> ● Qualitative checklists and profiles for diverse learners are provided to teachers through the TAG building level coordinator and are available on the referral process and website ● Local Norms
A tool or method for determining a threshold of when preponderance of evidence is met.	The District TAG team evaluates data collected using guided questions to determine if a student is identified, not identified, or additional quantitative or qualitative evidence is needed.
TAG Eligibility Team	The District TAG Eligibility Team includes but is not limited to the District TAG Coordinator, Building TAG Coordinators, Secondary Counselor(s), Elementary Intervention Teacher(s), and School Psychologist.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	TAG File Requirements

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	NNAT3 is used as a universal screening instrument at 2nd & 3rd grade.
What is the broad screening instrument and at what grade level is it administered?	The NNAT3 is used as a broad screening instrument in 3rd grade. All new students who come in grades 3-5 are given the NNAT3 when they begin with our district. STAR Reading & Math grades 1-8 STAR Early Literacy Kindergarten State Assessment grades 3-8 and 11

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Seaside School District accepts TAG identification from other school districts in Oregon.
Does your district accept TAG identification from other states?	Yes.
Do local norms influence the decision to honor identification from other districts and states?	Seaside School District's TAG Team reviews TAG identification from other states to determine alignment with our district identification requirements. If the TAG identification does not meet our district requirements, additional testing and information is gathered.

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Dual Credit Options	SSD partners with Clatsop Community College to offer dual credit courses.
Accelerated Learning Options	Students may accelerate in a grade, subject area, or course.
STEAM Class	K-5 TAG students may have an advanced STEAM class.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
NA	Students may participate in independent AP Test Prep.

C. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	K-5 – At the start of the year or when the student is identified for TAG, the student’s TAG PEP is given to the classroom teacher. 6-12 - At the start of each grading period, the student’s TAG PEP is given to the classroom teacher.

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?	Teachers receive TAG training annually.
How do teachers determine the rate and level of needs for students in their classrooms?	<p>Opportunities to determine rate and level needs can include but are not limited to:</p> <ul style="list-style-type: none"> ● K-12 Curriculum-based pre-assessments ● K-12 On-going formal/ informal formative assessments ● K-8 Progress monitoring assessments (STAR) ● Consistent and ongoing patterns such as completing most assignments more quickly and more comprehensively than other classmates

D. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	<p>Personal Education Plans are required once a student has been identified for the TAG program. These plans are reviewed and updated annually.</p> <p>TAG Personal Education Plan</p>
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	<p>Each building will schedule an annual meeting to review TAG plans. Invited members will include the teacher, parents and students. Relevant team members, to include the building TAG Coordinator, will be encouraged to attend.</p>

E. TAG Enrichment Opportunities

TAG Enrichment Opportunities	Explanation of Opportunity
School-based TAG Enrichment Opportunities	<ul style="list-style-type: none"> ● STEAM Activities/Kits ● Field Trips ● Enrichment Online Courses

Section 5: Plan for Continuous Improvement

A. District Goals

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?
The district will increase the proportionality of TAG identified students.	TAG identification training for all teachers.	Fall/ Winter	Demographic data will be reviewed three times a year.
To build and enhance parent/guardian understanding about TAG in the district.	Correspondence to all families about the district TAG website. Correspondence specific	Early Fall	Increased volume of nominations. Increased understanding of what giftedness might look like.

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?
	<p>to TAG identified families regarding TAG.</p> <p>TAG Advocate presentation/materials for families about TAG.</p>		<p>Examine nomination volume compared to prior year. Examine any parent feedback received regarding TAG compared to prior year.</p>
<p>Strengthen staff understanding of gifted characteristics to support equitable identification as well as how to support gifted students in the classroom.</p>	<p>Inclusion of what giftedness looks like and a link to the internal TAG website that contains additional resources in the district mandatory training. Course offerings for TAG Advocates specific to what giftedness looks like (a deeper dive), as well as instructional strategies that challenge TAG students to go beyond basic understandings and move into deeper levels of understanding.</p>	<p>September-October</p> <p>Fall – Spring</p>	<p>Staff completion of mandatory training.</p> <p>Completion of the course(s) with TAG advocates.</p> <p>Examine identification and teacher nomination data and how it compares to the year prior.</p> <p>TAG Advocate and staff survey to gather feedback.</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
District TAG Coordinator	Required statewide training	Oregon Department of Education	Annually
Building Level TAG Coordinators responsible for referrals and staff training	ODE Training	District TAG Coordinator	Annually
All district licensed educators including ones who have been previously trained and are responsible for identification	ODE Training on Identification and SSD processes	Building level TAG Coordinators	Annually

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process) and Universal Screening/Testing grade levels	District Website Building Web Pages Information at Family Night Parent Teacher Conferences Program description and contact information
Individual and/or group testing dates	Individual and group testing notification comes from the TAG coordinator and classroom teacher.
Explanation of TAG programs and services available to identified students	District Website Building Web Pages Information at Family Night Parent Teacher Conferences

Comprehensive TAG Programs and Services	Date and/or method of Communication
	Program description and contact information
Opportunities for families to provide input and discuss programs and services their student receives	Parent Teacher Conferences both Fall and Spring Special Programs Newsletter Fall, Winter, and Spring Annual review of individual TAG plan
Explanation of the TAG learning plan (Personal Education Plans)	Annual review of individual TAG plan Parent Teacher Conferences both Fall and Spring
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	District Website Building Web Pages Information at Family Night Parent Teacher Conferences Program description and contact information
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	Annually at PEP review parents are made aware District Website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	Building or District TAG Coordinators



Section 6: Contact Information

Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Cate Blakesley	cblakesley@seasidek12.org	503-738-5591
Person responsible for updating contact information annually on your district website	Susanna Fry	sfry@seasidek12.org	503-738-5591
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Cate Blakesley	cblakesley@seasidek12.org	503-738-5591

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Pacific Ridge Elementary	Desiree Graetz	dgraetz@seasidek12.org	503-738-5161
TAG contact for Seaside Middle and High School	Wendy Crozier	wcrozier@seasidek12.org	503-738-5586

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation

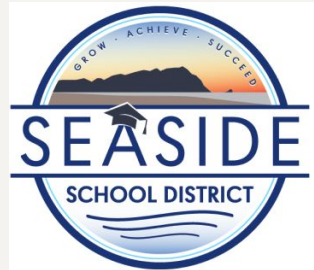
Term	Definition
	to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e.

Term	Definition
	student has already read the novel that is being taught in a particular grade level)
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.

Term	Definition
	Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.

Talented and Gifted Students

Seaside School Board Presentation December 15, 2025



Introduction

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Definition of Talented and Gifted:

Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society.

Board Policies:

Talented and Gifted/ Identification

Talented and Gifted Program and/or Services

Appeal Procedure

Identification

**Teacher, Parent or Self
Referral**

Classroom Artifacts

Intelligence Screening

Assessment Data

Instruction

Personal Education Plan

**K-5 Enrichment
Classes
Accelerated Courses
Dual Credit Courses**

Continuous Improvement

Annual TAG Training

District Goals

Communication

District Level Team

Cate Blakesley

Lacy Ledbetter

Susanna Fry

Pacific Ridge Elementary

Desiree Graetz

Ashley Verhulst

Seaside Secondary School

Wendy Crozier

Ethan Guzman

Renee Meier

Questions?



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

MINUTES

Regular Meeting
Tuesday, November 18, 2025, 6:00 PM

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

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

1. CALL TO ORDER

Speaker(s): Shannon Swedenborg

Discussion: The meeting was called to order at 6:00 pm.

1.1. Acknowledgement of Board Members Present

Speaker(s): Shannon Swedenborg

Discussion: All members were present.

1.2. Pledge of Allegiance

Speaker(s): Shannon Swedenborg

2. AGENDA REVIEW

Chair Swedenborg reviewed the following items, requested for addition to the agenda:

- **Athletics Employment - for the Consent Agenda**
- **Two Finance documents - as attachments for the Business & Fiscal Services Report**
- **Letter from the City of Seaside - in support of Action item Resolution #2: Low Income Housing Property Tax Exemption**

Speaker(s): Shannon Swedenborg

Action(s): I move to approve the agenda with the addition of the property tax exemption request [letter in support of] added to Action items. This motion, made by Brian Taylor and seconded by Katherine Davidson, Carried.

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

Voting Summary: Yea: 7, Nay: 0

I move to approve the agenda with the addition of the financial report documents to Reports. This motion, made by Brian Taylor and seconded by Sondra Gomez, Carried.

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

Voting Summary: Yea: 7, Nay: 0

I move to approve the addition of the athletic request to hire Hailee Wawro to the Consent agenda. This motion, made by Brian Taylor and seconded by Katherine Davidson, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Discussion: There was a request to add three items to the agenda.

3. REPORTS

3.1. STUDENT BUSINESS

Speaker(s): Ella Crater

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

Discussion: Ella Crater reported on Seaside High School Activities.

3.2. EQUITY AUDIT REPORT

Speaker(s): Katy Swalwell and Jenny Risner

Description: *This item is set aside for informational presentations that are not recurring agenda items. This may include guest speakers and highlights on schools or programs in the District.*

Discussion: Superintendent Penrod introduced Katy Swalwell and Jenny Risner who reported on the district's recent equity audit.

3.3. SUPERINTENDENT'S REPORT

Speaker(s): Susan Penrod

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

Discussion: Superintendent Penrod shared a brief Superintendent's report, including information about staff and student safety, SPED staffing, staff wellness, and budget news.

3.4. BUSINESS & FISCAL SERVICES REPORT

Speaker(s): Toni Vandershule

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

Discussion: Business Manager Toni Vandershule reported on District finances, including a lower than anticipated November tax collection, SIA grant award, and OSEA negotiations.

3.4.1. Revenue & Expenditure by Function

Attachments:

11182025_General Fund -Revenue &Expenditures by Function Code

3.4.2. Revenue & Expenditure by Object

Attachments:

11182025_Special Revenue Funds -Revenue &Expenditures by Object

3.5. SUPERINTENDENT ADVISORY COMMITTEE REPORT - Performance Monitoring

Speaker(s): Kevin LaCoste and Chuck Mattocks

Discussion: Chuck Mattocks shared information about the Performance Monitoring Advisory Committee.

3.6. ADMINISTRATIVE REPORTS

Description: *This standing agenda item is for the Board to receive brief informal monthly reports from school and department administrators regarding general business that does not warrant a formal report.*
Discussion: Cate Blakesley reported, including on data and student outcomes, as well as the district grow-your-own program.

Juli Wozniak, Desiree Graetz, and Ellie Irish-Jones reported on instructional rounds, student of the month, Sitka art program, parent conferences, and attendance.

Wendy Corzier and Karolina Gage reported on a successful first term and thanked all MS staff, student advisory council, community partnerships, assemblies and attendance.

3.7. CANNON BEACH ACADEMY REPORT

Speaker(s): MaryEllen Rogozinski

Attachments:

Director's Report 11_25

3.8. UNION REPORTS

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

Discussion: Brett Duer/SEA - asked the Board what it would like to hear from SEA each month. He also spoke about staff wellness and said staff love the monthly activities and meals. Duer reported that staff would also like to see daily wellness systems put in place.

Meghan McKeown/OSEA - reported on negotiations moving to mediation and she expressed that classified staff do not feel valued. Chair Swedenborg asked McKeown if any of the proposals have been taken to OSEA members for a vote. McKeown replied that they have not.

4. PUBLIC COMMENT

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

Discussion: Kelli Brenden spoke on OSEA negotiations.

Thad Nolan (Clatsop Community College) spoke about automotive CTE programs.

Kimberly Hurder spoke about CTE programs and offered her services. Chair Swedenborg asked Kimberly to pass along her contact information so that the Board could get additional information.

5. CONSENT AGENDA - Action

Speaker(s): Shannon Swedenborg

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

Action(s): I move to approve the Consent Agenda. This motion, made by Chuck Mattocks and seconded by Brian Taylor, Carried.

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

Voting Summary: Yea: 7, Nay: 0

5.1. Approve Minutes of the October 21, 2025 Regular Meeting of the Board

Attachments:

Seaside SD 10-21-2025 SB Meeting Minutes

5.2. Approve Seaside Middle School Coaching Recommendations:

- Rafael Sibony - MS Boys Basketball - Head Coach
- Ricardo Corona - MS Boys Basketball - Head Coach
- Hailey Smith - MS Girls Wrestling - Volunteer Coach

Attachments:

SMS Athletic Recommendations 10-23-2025

5.3. Approve Athletic Department Recommendations —

- Seaside High School:
 - Gavin Rich - HS Boys Basketball - Assistant Coach
 - Johnathon Kenenounis - HS Wrestling - Volunteer Coach
 - Daniel Brough - HS Wrestling - Volunteer Coach
 - James Nagel - HS Strength & Conditioning Coach (Winter & Spring)
- Seaside Middle School:
 - Ashley Flukinger - MS Boys Basketball - Assistant Coach
 - Gavin Meyer - MS Boys Wrestling - transfer from Asst Coach, to Head Coach
 - Chris Avery - MS Boys Wrestling - Assistant Coach
- Extra Duty:
 - Jack Bello
 - Sam Hughes

Attachments:

Athletic Dept Recommendations 11-3-2025

Athletic Recommendation_Nagel_11-14-2025

5.4. POLICY - Second Reading and Adoption

Description: These policy actions were recommended by the Oregon School Board Association (OSBA) as part of their Policy Plus service, typically as a result of new legislation or to revise outdated language. They were brought to the Board in October for First Reading and are now presented for a Second Reading and action.

5.4.1. BHD - Board Member Stipends and Reimbursement

Description: Recommended for Revision

Attachments:

BHD - Board Member Stipends and Reimbursement

5.4.2. EHB - Cybersecurity

Description: Recommend for Adoption

Attachments:

EHB - Cybersecurity

5.4.3. GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

Description: Recommend for Revision

Attachments:

GBNAAJHFF - Suspected Sexual Conduct with Students and Reporting Requirements

5.4.4. GCAA - Standards for Competent and Ethical Performance of Oregon Educators

Description: Recommend for Revision

Attachments:

GCAA - Standards for Competent and Ethical Performance of Oregon Educators

5.4.5. IF - District Curriculum

Description: Recommend for Revision

Attachments:

IF - District Curriculum

5.4.6. JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

Description: Recommend to Revise

Attachments:

JHFFGBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

5.4.7. JHCA - Immunization, School Sports Participation, Concussions and Other Brain Injuries

Description: Recommend to Adopt

Attachments:

JHCA - Immunization, School Sports Participation, Concussions and Other Brain Injuries

5.4.8. JHCA/JHCB - Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening

Description: Recommend to Delete

Attachments:

JHCAJHCB - Immunization, Physical Examination, Vision ScreeningEye Examination and Dental Screening

5.4.9. JGE - Expulsion

Description: Recommend to Revise

Attachments:

JGE - Expulsion

5.4.10. JECEB - Personal Electronic Devices

Description: Recommend to Re-Adopt (new)

Attachments:

JECEB - Personal Electronic Devices

5.4.11. JFCEB - Personal Electronic Devices and Social Media

Description: Recommend to Delete (old)

Attachments:

JFCEB - Personal Electronic Devices and Social Media

- 5.4.12. IIA - Instructional Materials
Description: Recommend for Revision
Attachments:
IIA - Instructional Materials

- 5.4.13. IGBHD - Program Exemptions
Description: Recommend for Revision
Attachments:
IGBHD - Program Exemptions

- 5.5. Approve Hailee Wawro as High School Girls Basketball Assistant Coach (addition)
Attachments:
HS Girls Basketball Asst Coach - Hailee Wawro

6. **ACTION ITEMS**

- 6.1. Resolution #2 - Low Income Housing Property Tax Exemption
Speaker(s): Susan Penrod, Stef Kondor, and City of Seaside Staff
Action(s): I move to adopt Resolution #2, granting an exemption from property taxes under Oregon Revised Statutes for Seaside Pacifica Apartments Project, an affordable apartment development to be owned and operated by Seaside Pacifica Housing Partners Limited Partnership. This motion, made by Brian Taylor and seconded by Sondra Gomez, Carried.
Voting Detail: Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea
Voting Summary: Yea: 7, Nay: 0
Discussion: Stef Condor with Related Northwest presented and reviewed the low income housing project in question. Seaside Mayor Steve Wright also spoke in favor of this request.
Attachments:
Seaside School District - Resolution #2 for Property Tax Exemption, 4938-5319-6153 v.2
Background - Property Tax Exemption, 4903-6034-7770 v.1
11182025_Property Tax Exemption Request for Pacifica_City of Seaside

- 6.2. ODE Student Success Act (SSA) - Student Investment Account (SIA)
Speaker(s): Susan Penrod
Discussion: Superintendent Penrod reviewed the Student Success Act (SSA) - Student Investment Account (SIA) Grant Agreement.

- 6.2.1. SSA-SIA Public Comment
Speaker(s): Shannon Swedenborg
Description: *The meeting will now be opened to receive public comment specific to the Student Success Act-Student Investment Account Grant. Again, we thank you for sharing your thoughts with the Board and for acting as role models for our students. The Board's role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Speakers will have three minutes to express their thoughts.*
Discussion: There was no public comment about the SSA-SIA.

- 6.2.2. ODE Student Success Act (SSA) - Student Investment Account (SIA) Grant Agreement

Action(s):I move to ratify the Student Success Act - Student Investment Account Grant Agreement. This motion, made by Brian Taylor and seconded by Katherine Davidson, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments:

SSA-SIA Grant Agreement, Executed 11_18_2025

6.3. OSBA Board of Directors/Position 14/Greg Kintz

Speaker(s): Shannon Swedenborg

Action(s):I move to vote for Greg Kintz to fill position 14 on the OSBA Board of Directors. This motion, made by Sondra Gomez and seconded by Katherine Davidson, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments:

BoardPosition14KintzQR

6.4. OSBA Legislative Policy Committee/Position 14/Sondra Gomez

Speaker(s): Shannon Swedenborg

Action(s):I move to vote for Sondra Gomez, for Position 14 of the OSBA Legislative Policy Committee. This motion, made by Katherine Davidson and seconded by Jason Haag, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments:

LPCPosition14GomezQR

6.5. Review of Budget Committee Applicants and Establish Process for Appointing New Members

Speaker(s): Susan Penrod

Description: The Board will review Budget Committee applications and establish a method for deciding who to appoint, in preparation to take action to appoint two committee members at their December meeting.

Action(s):I move that each board member submit a ranked list of the four Budget Committee applicants, before December 1st. Then, at the December regular meeting, the board will take action to appoint the top two candidates to the Budget Committee. This motion, made by Brian Taylor and seconded by Sondra Gomez, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Discussion: Superintendent reviewed the process for appointing members to the two open Budget Committee positions. She noted that one Budget Committee member must be someone who serves on the Equity Advisory Committee.

Attachments:

BUDGET COMMITTEE 2025 (Responses) For Board

6.6. Approve gift from Rack Room Shoes (\$5119.45)

Speaker(s): Susan Penrod

Action(s): I move to approve the gift to Pacific Ridge Elementary from Rack Room Shoes. This motion, made by Katherine Davidson and seconded by Jason Haag, Carried.

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

Voting Summary: Yea: 7, Nay: 0

Attachments:

Gift Approval - Rack Room Shoes

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

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

7.1. Good to Great Book Discussion - Chapter 2

Speaker(s): Katherine Davidson

Discussion: There was brief discussion about whether to continue reading the book. It was agreed to continue the conversation at the December meeting.

7.2. OSBA Convention Reflections

Discussion: Members who attended reported on the OSBA Convention.

8. **INFORMATION ONLY**

8.1. POLICY - AR Updates

8.1.1. EHB-AR - Cybersecurity

Description: Recommend for Adoption

Attachments:

EHB-AR - Cybersecurity

8.1.2. IGBAB/JO-AR - Education Records/Records of Students with Disabilities Management

Description: Recommend for Revision

Attachments:

IGBABJO-AR - Education Records/Records of Students with Disabilities Management

8.1.3. IIA-AR(1) - Instructional Materials

Description: Recommend for Revision

Attachments:

IIA-AR(1) - Instructional Materials

8.1.4. IIA-AR(2) - Reconsideration of Core Instructional Materials

Description: Recommend for Revision

Attachments:

IIA-AR(2) - Reconsideration of Core Instructional Materials

8.1.5. IIA-AR(3) - Reconsideration of Supplemental Instructional Materials

Description: Recommend for Revision

Attachments:

IIA-AR(3) - Reconsideration of Supplemental Instructional Materials

8.1.6. IIA-AR(4) - Reconsideration of Library Materials in a School or Classroom Library

Description: Recommend for Revision

Attachments:

IIA-AR(4) - Reconsideration of Library Materials in a School or Classroom Library

8.1.7. IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form

Description: Recommend for Revision

Attachments:

IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form

8.1.8. JFCEB-AR - Request for Personal Electronic Devices Exception

Description: Recommend to Adopt

Attachments:

JFCEB-AR - Request for Personal Electronic Devices Exception

8.1.9. JO/IGBAB-AR - Education Records/Records of Students with Disabilities Management

Description: Recommend to Revise

Attachments:

JOIGBAB-AR - Education Records/Records of Students with Disabilities Management

8.1.10. EEACC-AR - Discipline Procedures for District-Approved Student Transportation

Description: Recommend for Revision

Attachments:

EEACC R D1 Revise

9. Recess Regular Session

Discussion: The regular meeting was recessed at 8:57 pm and the Board moved to Executive Session.

10. EXECUTIVE SESSION

Description: Per ORS 192.660(2)(a) - To consider the employment of a public officer, employee, staff member or individual agent.

10.1. Licensed Employment Matter

Description: Per ORS 192.660(2)(a) - To consider the employment of a public officer, employee, staff member or individual agent.

10.2. OSEA Negotiations Update

Description: Per ORS 192.660(2)(d) - To conduct deliberations with persons designated to carry on labor negotiations.

10.3. Superintendent Evaluation - Goals Check-in

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

11. Return to Regular Session

Discussion: The Board returned to open session at 9:38 pm.

12. ADDITIONAL ACTION ITEM(S)

Description: This item is held for any action(s) to be taken as a result of the Executive Session.

Action(s): I move accept the letter of termination. This motion, made by Brian Taylor and seconded by Katherine Davidson, Carried.

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

Voting Summary: Yea: 7, Nay: 0

13. **ADJOURN**

Discussion: The meeting was adjourned at 9:39 pm.

Recommendation for Hire Form - *submit to HR office*

Individual to Hire: Tiffany Wallin Start date: As soon as possible Position: High School
JAN 5, 2025

Special Education Teacher Job posting #: 25082

Changes to position terms as specified in the job posting:

FTE:

Temporary: Remainder of 25/26 School Year Work schedule: HS Teacher

Tiffany has been working for NWRES D as the Youth Transition Specialist. She will be excellent for this position with her experience and community connections.

Licensed positions:

Required Endorsements: _____

Candidate holds or is eligible to hold the required endorsement(s) as specified in the job posting.

Superintendent and HR have been made aware that the candidate will require District sponsorship for a provisional license (i.e. LCA, Emergency Teaching) and the candidate is aware of the need to work toward obtaining the required license/endorsement.

Additional misc information:

This will be a temporary position through the end of the 25/26 school year.

Does the candidate have already scheduled days (trip, vacation, etc.) that they have indicated they are unable to work? By listing the days below, you, the administrator, are indicating you approve the absences, including the use of unpaid time.

Dates of pre-planned absences: December 17 - 19, 2025

PROGRAM APPROVAL: Jenny Risner, 12/1/2025 (Administrator/Supervisor Date)

FOR OFFICE USE ONLY: Ansar Pernd 12/2/25
Superintendent Date

Submit to School Board for approval Issue hire letter

2600 Spruce Drive, Suite 100
Seaside, OR 97138
P: 503.738.5591
F: 503.738.3471
www.seaside.k12.or.us

ADMINISTRATION
Susan Penrod, Superintendent
Toni Vandershule, Business Manager
Cate Blakesley, Director of Curriculum & Instruction
Jenny Risner, Director of Special Services



Pacific Ridge Elementary
Seaside Middle School
Seaside High School

BOARD OF DIRECTORS
Shannon Swedenborg, Chair
Katherine Davidson, Vice-Chair
Sondra Gomez
Jason Haag
Kevin LaCoste
Chuck Mattocks
Brian Taylor

December 10, 2025

Jennifer Wojturski
2182 Stanley Lake Ct.
Seaside, OR 97138

Dear Jennifer,

I have accepted your resignation, pending ratification by the School Board, as an Elementary Teacher, with your final date of employment being December 9, 2025.

Thank you for your service to the Seaside School District.

Sincerely,

A handwritten signature in cursive script that reads "Susan Penrod".

Susan Penrod
Superintendent



SEASIDE HIGH SCHOOL
SEASIDE MIDDLE SCHOOL

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL
WENDY CROZIER, ASSOCIATE PRINCIPAL
JASON BOYD, ASSISTANT PRINCIPAL
KAROLINA GAGE, ASSISTANT PRINCIPAL
CHAD CLOUSE, ATHLETIC DIRECTOR

December 15th, 2025

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

Dear Supt. Penrod:

I would like to recommend the following people for Seaside School District Athletic positions for the 2025-2026 school year.

Megan River- HS Girls Basketball Volunteer Coach

Sincerely,

Jeff Roberts
Principal

Chad Clouse
Athletic Director

BUDGET COMMITTEE CANDIDATE RANKING FORM				
1= top pick				
2= second choice				
3= third choice				
4= fourth choice				
	Alex Carney	Katherine Lacaze	Rachel Ward	Penny York
Board Member 1	4	2	3	1
Board Member 2	1	2	4	3
Board Member 3	3	1	4	2
Board Member 4	2	1	3	4
Board Member 5	2	4	3	1
Board Member 6	1	4	2	3
Board Member 7	2	1	4	3
Ranking Score	15	15	23	17
	Top two (lowest ranking scores) candidates are highlighted in yellow			

12/4/25

GIFT APPROVAL

Donor: Thomas Herche

Proposed Gift: \$2500 - Athletics for class, \$3500 Disc Golf
4125 football, \$2253.42 - Baseball uniforms

\$12,378.
42

Value: _____

To Site/School: SHS

Location on Site: 4 different ASB accounts

Safety Concerns: _____

Related Cost

Installation:

Plumbing _____
Electrical _____
Storage _____
Structural _____

Operation:

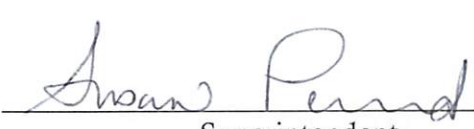
Electricity _____
Water _____
Manpower _____

Seaside High School	
Athletics	2500.00
Disc Golf Course	3500.00
FB Fundraiser	4125.00
BB Fundraiser	2253.42
SUBTOTAL	12378.42
TAX	0.00
TOTAL	12378.42
SOLD TO HERCHE	
CHECK #9744 - HERCHE	12378.42
CR-6570	12/04/2025 11:54
Go Gulls!	

Serial # _____ Model _____ Make _____



Building Administrator



Superintendent

School Board Action