LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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Board of Directors
NOTICE OF A BOARD MEETING
Lincoln County School District Board Executive & Work Session

Date	**Tuesday, March 11, 2025**
Time	**Executive Session- 5:00 Re: (ORS 192.660(2)(a)) Employment & (ORS 192.660(2)(i)) Superintendent Evaluation**
Place	**Waldport Middle/High School, 3000 S Crestline Dr, Waldport, OR 97394**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Board Executive & Work Session of the Board beginning at Executive Session- 5:00 Re: (ORS 192.660(2)(a)) Employment & (ORS 192.660(2)(i)) Superintendent Evaluation.

Public comment will only be heard if a specific public comment time is designated on the agenda. Not all meetings of the Board have public comment.
If you are a member of the community and wish to speak before the Board, please email the following information to eddie.symington@lincoln.k12.or.us by **12:00 pm on the business day prior to the meeting: Name, address and phone number (optional), and topic.** Once your request is received, you will be contacted with details regarding making the comment during the meeting. Public comment cards will also be available at the door and must be completed and given to the Board Secretary. All public comment will follow Board Policy BDDH – "Public Comment at Board Meetings."

The session will be streamed and can be accessed by visiting our website.

The agenda is attached.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting.

THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Board Executive & Work Session
Tuesday, March 11, 2025 - Executive Session- 5:00 Re: (ORS 192.660(2)(a)) Employment & (ORS 192.660(2)(i)) Superintendent Evaluation
Waldport Middle/High School, 3000 S Crestline Dr, Waldport, OR 97394

Agenda

1. Call to Order & Establishment of a Quorum
2. Recess into Executive Session
   2.a. (ORS 192.660(2)(i)) Superintendent Evaluation
3. School Resource Officers/School Resource Deputies

School Resource Officers

March 2025

LINCOLN COUNTY SCHOOL DISTRICT

LCSD & SRO/SRDs

Primary Roles of the School Resource Officer
Lincoln County School District

School Resource Officers are sworn law enforcement officers employed by their law enforcement agency, yet assigned to our schools. Lincoln City Police Department's officer is assigned to Oceanlake Elementary, Taft Elementary, and Taft 7-12 High School. Newport Police Department's officer is assigned to Yaquina View Elementary, Sam Case Elementary, Newport Middle, and Newport High School. Lincoln County Sheriff's Office Deputy is assigned to Crestview Heights, Waldport High, Toledo Elementary, and Toledo Jr/Sr High School.

Primary Roles of our School Resource Officers (SRO): The SRO will proactively promote school safety and support student success by:

1. **Education**: Educating students and staff on issues today's youth struggle with;
2. **Building Relationships**: Developing positive and trusting relationships with students and staff; and
3. **Supporting Administrators**: Assisting school principals with law enforcement related matters at school.

Newport currently does not have an SRO. We rely on NPD for safety and support with investigations.

LC- Logan Smith

LCSD- James Holmes

Education

Education: Through formal classroom presentations, the SRO will educate students and staff on pertinent topics such as: drug awareness and resistance skills, bullying & harassment, sexting, violence prevention, the appropriate use of social media and the internet, texting while driving, and other risky and dangerous behaviors. The SRO will help students develop awareness, self-confidence and the skills they need to resist drugs, violence, and harmful online activities. He/she will work to connect at-risk students to needed services, divert youth from the juvenile justice system and become a role model for youth as they consider future career paths.

Districtwide examples:

- **Beginning of the year "teach-tos", getting to know you activities**
- **Field questions from students (driving, sexting, etc.)**
- **Tier I lessons on health and safety topics ("what NOT to bring to school")**

Education



- Works with myself and the counselor to go to each classroom and give lessons on citizenship and safety.
- Helps administrators coordinate career day things and any time we have the Sheriff's department present for activities that present to our students.
- Tier 1 lessons about unsafe items at school, Halloween safety, etc.
- School bike/helmet safety lessons
- Helps with driver safety and talks to new drivers who have questions about road rules/safety
- Drugs, alcohol and substance abuse

Trust & Relationships

Build Trusting Relationships: Through informal contacts, before, during, and after school and at school-sponsored activities, the SRO will build rapport with and develop positive and trusting relationships with students and staff. The SRO will work to become a trusted adult in student's lives instilling in them the responsibility and the courage to report concerning behaviors, and gleaning knowledge of safety issues occurring in the community and at school. The SRO will work to develop relationships with school staff, participate in staff meetings, provide instruction in staff in-service trainings, and be a general resource on law enforcement related questions and concerns.

Districtwide Examples:

- **Walk the halls, talk to students, be in common spaces**
- **Partner with administrators and staff when addressing behavior concerns**
- **Build trust and rapport between the community and LE**

Trust & Relationships

- Wanders the building and checks in with students to build relationships
- Monitors lunch and recess occasionally to be present and get to know kids
- Attend athletic activities, school events, etc. (this also support their safety role)
- Have office spaces in schools, are accessible and approachable to students and staff
- Prove follow ups and check-ins with students who have had unsafe behaviors



Investigations & Safety

Support School Administrators: The SRO will develop a strong partnership with school administration and assist with law enforcement matters at school. Principals and SROs team up and use their collective wisdom to assess situations and determine plans of action that proactively support students and address school safety issues. The SRO will work to deter undesirable behavior, prevent violence by intervening before situations escalate, assist with threat assessments, investigating crimes, and respond to emergencies when they do occur. The SRO will provide school administration with law enforcement contact and direction, assist in the enforcement of laws and related school policies, assist with drills, conduct safety & security assessments, and attend school safety meetings.

Districtwide examples:

- **Volatility Screenings**
- **Level 1 Threat Assessments**
- **Major investigations w/ possible criminal components (drugs, assault, etc.)**
- **Safety, Safety, Safety**

Investigations & Safety

- Works with administrators to do volatility screeners and Level 1
- Responds when administrators call for advice regarding student or family behaviors
- Does home visits when administrators are concerned or need more information
- Checks in with administrators regularly to update on any active investigation that relates to our students or a report we made
- Helps create safety plans for students arising from threats, weapons, etc.
- Knows the buildings and is prepared to assist with codes
- Know district safety plans and protocols



SRO/SRD's are NOT

- Disciplinarians
- Primarily in buildings to address criminal behavior (although if it is there, then they can address it with admin support)
- Conducting independent investigations (things happening outside of school)
- First responders to behavior calls in buildings

SRO/SRD's ARE

- Providing Tier 1 lessons
- In hallways and common areas for both relationship building and safety
- Providing safety education to students in families
- Assisting with our Safety Threat Assessment (Volatility Screenings, Home Visits, Level 1)
- Consulting and partnering with administrators on student incidents
- Learning restorative practices and PBIS

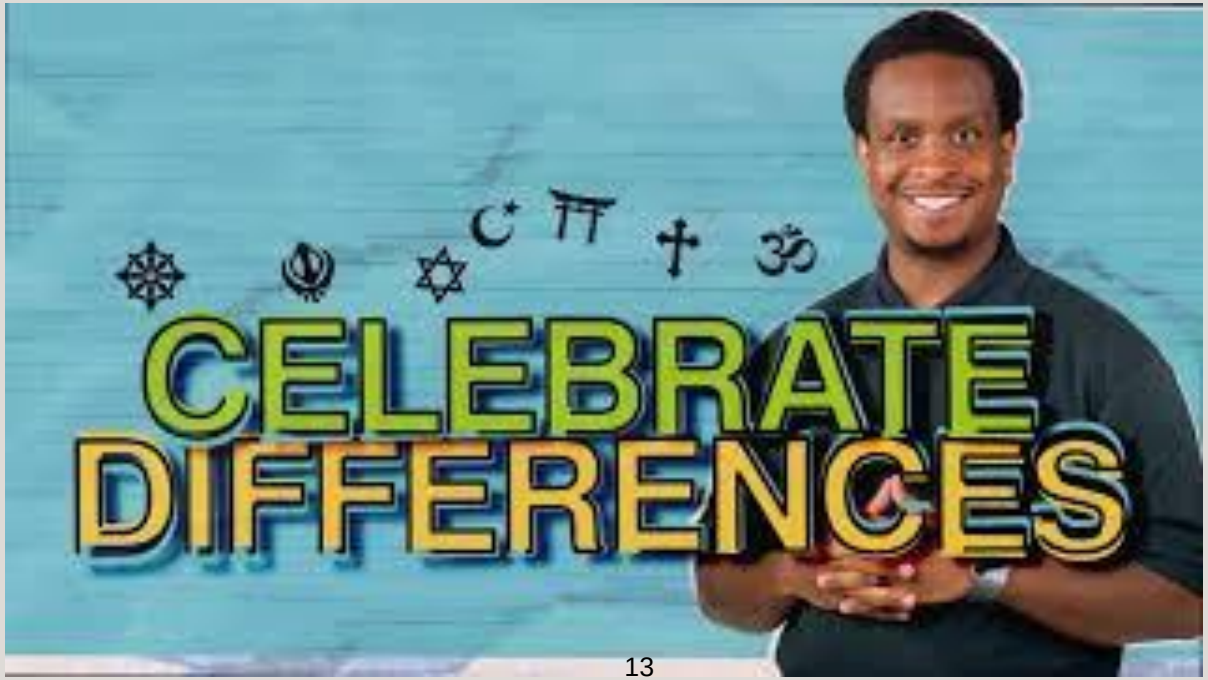
What do you think SRO Role is?

- We have a really dope SRO he is cool and a friend
- What is the SRO Role during a school shooting?
- Should have expectations to be there and have a policy around that
- Side note: Review violence policy with SRO role
- Violence and fighting policy around SRO Judgement and decisions?
- Gratitude: We get to have a voice and partake in these activities
- Office Holmes
- He manages the school's resources
- There for protection
- Talks to kids in trouble/in the wrong
- Handles the small stuff
- Needs to be better at the big stuff
- Law enforcement officer
- Once a week - if we are lucky
- Charter Schools don't have any

What should the SRO role be?

- More approachable
  - Not stiff
- Be present and build relationships
- Not just there when dealing with crime
- He might be more approachable if he was dressed down - less "law"
- Should have expectations to be there and have a policy around that
- Should be introduced to students so they know he is there
- Be there more often
- Student to SRO ratio should be created
- LCSD give incentive/bonus for law enforcement to come be an SRO for schools that don't have one
- Training for teachers/staff for apprehending students, breaking up fights, handling drug situations
- He/she should be the one searching when searching - take them in private instead of public humiliation
- More available/reliable
- Talk to/engage with students
- Taking things more seriously "Nothing we can do" program
- Follow up - in a timely manner before its too late
- Connect students to resources if he can't handle the situation
- Newport NEEDS ONE and Charter Schools NEED ONE
- Things are happening that should be addressed
- No one to handle it

Example of SRO training video



Situations where LCSD needs LE Support

1. **Safety Concerns**
    a. Situations which require support from LE, sometimes administrators need further information to address risk
        i. Administrators and school teams investigate and gather information from students, families and staff, yet some answers are sometimes left unclear and need a home visit
        ii. Lack of parents cooperation/communication
    b. Situations might include threats (hit lists, direct/veiled/indirect), access to weapons, missing students, dangerous people on campus
2. **Possible Crimes**
    a. Drugs, alcohol, sexting, threats, weapons, etc.
3. **Policy Requirements**
    a. Some policy requires that admin call (ex. Drugs & Alcohol)

What's our process?

Threat Assessment Protocol

Safety

1. Immediate Protective Measures
   a. Physical Safety
   b. Psychological safety
2. Notification of Special Programs Admin and Law Enforcement *(as needed)*

Understanding

1. Conduct Initial Investigation by Team
   a. Situation
   b. Context
   c. Might need LE support
2. Volatility Screening
   a. Risk Assessment
   b. Moderate or high risk will lead to Level 1
3. Level 1
   a. More in-depth investigation from multiple sources and more formal interviews

Support & Management

1. Develop a safety/ behavior plan
   a. Individual Options
   b. School Options
   c. Family/Home Options
   d. Community Options
2. Complete Documentation

Volatility Screening Questions

Guiding Questions:

Notes are REQUIRED to document team's discussion/determination. **Mark answer in appropriate column.**

Question	No	Unclear	Yes
1. **Was the behavior:** ___ reactive aggression ___ targeted violence ___ N/A	N/A	N/A	N/A
2. **Is there an identified target, with a motive, and a plan?** *Notes:*			
3. **Was there a weapon at school or an attempt to bring a weapon to school or a school activity?** *(If gun or firearm, always go to full Level 1)* *Notes:*			
4. **Has a threat to harm staff or students been discovered on social media?** *Notes:*			
5. **Is the threat/aggression causing considerable fear or disruption to school activities?** *Notes:*			
6. **Is there continued intent to harm/carry out a threat?** *Notes:*			
7. **Is there a history of threats (verbal, written or physical), bringing weapons to school or extreme aggression/violence? (ie: rape, kill, stab, poison, shoot, bomb…)** • *Look for past volatility screenings/threat assessments, referrals/incident* *Notes:*			
8. **Do staff, parents or students perceive the potential for violence?** *Notes:*			

Targeted Violence Pathway

The purpose of the law enforcement home visit is to:

- Identify and address any *immediate* safety concerns.
- Investigate and document concerns about dangerous student activities, behaviors, ideation, statements, or circumstances that suggest the potential for aggression directed at other people.
- Identify situational factors or concerns that suggest an increase in the risk of targeted violence.
- Assist the school in understanding and assessing risk as part of their threat assessment process and team.



Home Visit

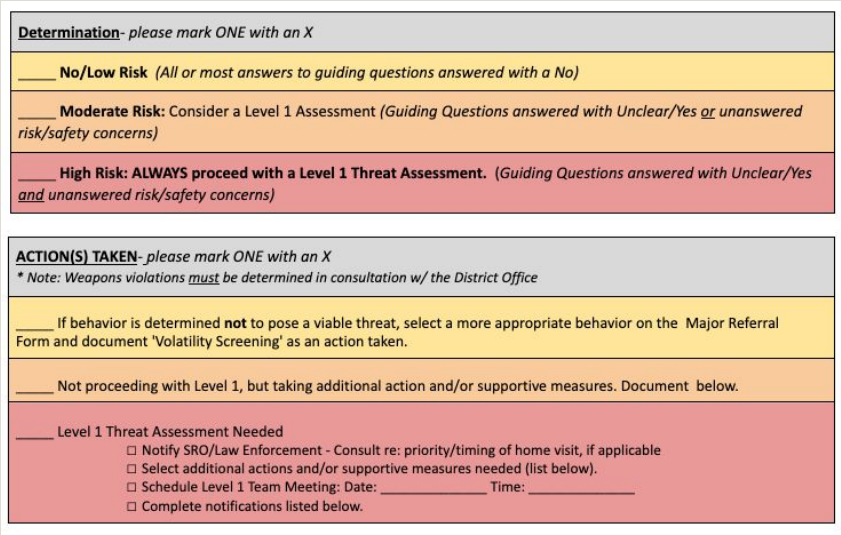
Access to weapons (cooperation of parents, access in home and other locations the student frequents on a regular basis)
Continued intent in terms of the student's frame of mind
Parents concerns

Instructions for Officer: With consent, check the student's room, devices, and other areas of the home/property that the student spends time in (i.e. living room, garage, basement, outbuilding, etc.), and use this form to record what you find. Look for:

- Weapons (firearms, knives, makeshift, or others)
- Interest in weapons (research/attempt to purchase)
- Attack related literature, posters, games, websites
- Plans/drawings/notes/journals concerning violence or attacks
- Items/postings/communications related to the threat made
- Signs of animal abuse, fire play, stalking, fixation
- Items/postings/communications related to irrational beliefs or ideas

Level 1

- Multidisciplinary team which further investigations and analyzes the reported threat
  - Deeper information gathering from more sources
  - In-depth questionnaires and home visits
- Level 1 meetings can be conducted due to further safety concerns/risk through the VS or from a severe incident



Determination- *please mark ONE with an X*
_____ **No/Low Risk** *(All or most answers to guiding questions answered with a No)*
_____ **Moderate Risk:** Consider a Level 1 Assessment *(Guiding Questions answered with Unclear/Yes or unanswered risk/safety concerns)*
_____ **High Risk: ALWAYS proceed with a Level 1 Threat Assessment.** (*Guiding Questions answered with Unclear/Yes and unanswered risk/safety concerns)*

ACTION(S) TAKEN- *please mark ONE with an X* ** Note: Weapons violations must be determined in consultation w/ the District Office*
_____ If behavior is determined **not** to pose a viable threat, select a more appropriate behavior on the Major Referral Form and document 'Volatility Screening' as an action taken.
_____ Not proceeding with Level 1, but taking additional action and/or supportive measures. Document below.
_____ Level 1 Threat Assessment Needed ☐ Notify SRO/Law Enforcement - Consult re: priority/timing of home visit, if applicable ☐ Select additional actions and/or supportive measures needed (list below). ☐ Schedule Level 1 Team Meeting: Date: _____ Time: _____ ☐ Complete notifications listed below.

4. School Systems Fidelity Inventory (Formerly Goals & Measures)
5. Potential Bond - Updates
6. Adjournment

Board Goals 2024-2029

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

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

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

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

Lincoln County School District Equity Team
Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.