



# LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan  
Superintendent

District Office | Teaching & Learning Center  
1212 NE Fogarty Street, Newport, OR 97365  
PO Box 1110, Newport, OR 97365  
T 541-265-9211 | F 541-265-3059  
[www.lincoln.k12.or.us](http://www.lincoln.k12.or.us)

---

**LINCOLN COUNTY SCHOOL DISTRICT  
Board of Directors – Business Meeting of the Board  
Tuesday, December 9, 2025 - 6:30 PM  
Sam Case Elementary  
459 NE 12th St  
Newport, OR 97365**

## **Agenda**

1. Call to Order & Reading of Land Acknowledgment.



# LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan  
Superintendent

District Office | Teaching & Learning Center  
1212 NE Fogarty Street, Newport, OR 97365  
PO Box 1110, Newport, OR 97365  
T 541-265-9211 | F 541-265-3059  
[www.lincoln.k12.or.us](http://www.lincoln.k12.or.us)

## 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 a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation that covered land in what is now Tillamook, Lincoln, Benton, Marion, and Coos Counties. 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.

2. Roll Call- Establishment of a quorum
3. Recess into Public Hearing
  - a. Public Hearing Re: Construction Manager/General Contractor (CMGC) process
    1. WHS Auditorium Public Hearing

**LINCOLN COUNTY SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA**  
December 9, 2025

**TOPIC:** Waldport High School Auditorium Public Hearing

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Rich Belloni

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

---

**DESCRIPTION OF AGENDA ITEM:**

The LCSD Board of Directors acting in its capacity as the Local Contract Review Board (LCRB) will conduct a public hearing during the LCRB meeting on December 9, 2025 to hear and take testimony on creation of an exemption from competitive bidding requirements for a public improvement project (auditorium at Waldport High School). The LCRB will consider and adopt findings of fact for the project and will also consider a Request for Proposal (RFP) for it. The RFP was sent to the Board under separate cover.  
Findings of fact and the use of the Construction Manager/General Contractor process for auditorium at Waldport High School .

**SUPERINTENDENT'S RECOMMENDATION:**

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

# **Waldport High Construction of an Auditorium**

## **Lincoln County School District**

### **Findings in Support of Exemptions from Competitive Bidding**

#### **1. General**

ORS 279C.335 (2) permits a local contract review board to exempt contracts from traditional competitive bidding upon approval of findings of fact showing that an alternative contracting process is unlikely to encourage favoritism or diminish competition, and that the process will result in substantial cost savings to the public agency.

ORS 279C.400 – ORS 279C.410 describe the Request for Proposals method of solicitation as an alternative to traditional competitive bidding. Pursuant to ORS 279C.410 (8), a public agency using the Request for Proposals method may award a contract to the responsible proposer “whose proposal is determined in writing to be the most advantageous to the contracting agency based on the evaluation factors set forth in the request for proposals and, when applicable, the outcome of any negotiations authorized by the request for proposals.”

#### **2. Background**

The Lincoln County School District (LCSD) desires to perform construction of a auditorium at Waldport High School. Contemplated renovation and expansion work includes:

- Excavation and drainage
- Construction of an auditorium

LCSD expects to complete the project by September 1, 2027. A final schedule will be determined through the project development process.

LCSD proposes to undertake construction of auditorium using the Construction Management / General Contractor (CM/GC) method of contracting with a proposer selected through the Request for Proposals method of solicitation. The CM/GC contractor will assist with construction planning and design for the project.

#### **3. Findings - Information**

(A) Market Conditions

It is expected that there will be several competitors available to propose as general contractors on this project.

(B) Operational, Budget and Financial Data

The preliminary construction budget for the work to be performed is approximately \$9,700,000.

(C) Public Benefit

The public will benefit from improvements to the Waldport High School facilities. The construction of an auditorium will allow LCSD to provide an auditorium for the students, physical education, assemblies, and school/parent meetings.

Use of CM/GC process will allow LCSD to accomplish these important goals with a schedule and construction process that will cause minimal disruption to continuing use of the facilities.

(D) Value Engineering

The negotiated contract approach gives the contractor an increased opportunity to engage in value engineering (the process of identifying construction economies that can be achieved through incorporation of design revisions/refinements), which increases the likelihood of cost savings to LCSD.

(E) Specialized Expertise

As discussed below in subsection (F), the project will require special knowledge and experience due to the schedule and process constraints of construction and the unique environmental considerations of construction on the Oregon Coast. Any additional costs associated with this requirement of specialized knowledge and experience will be offset by the savings from having the work performed in such a way that it can withstand the particular climactic and geographic issues on the Oregon Coast and will not need to be repaired or rebuilt in the near future.

Construction will consist of construction of an auditorium at Waldport High School. Contractor experience with construction of this type would benefit the district.

(F) Public Safety

All work will be performed in accordance with OR-OSHA safety regulations. LCSD and the contractor will work with the public to minimize hazards related to construction. The project will lead to improved public safety by modernizing facilities and improving the state of repair at Waldport High School.

(G) Reduction of Risks

Granting an exemption to the competitive bidding for this project will reduce risks to LCSD and to the public by improving the usefulness of Waldport High School, thereby reducing the risk of damage to the building and its occupants in the case of a seismic event.

(H) Affect on Funding

The project will be funded by 2025 Bond fund through Federal Government. Exempting the project from the competitive bidding process will not affect the source of the funding.

(I) Control of Impact from Market Conditions

The nature of the project requires construction to occur within a tight schedule, with the need to complete work by September 1, 2027. The continued use of parts of the facilities during construction, and the possible intervention of weather will limit the number of days available for completion of this project. The CM/GC process will permit the project to be completed more quickly than would be possible through traditional contracting methods, resulting in greater safety and utility to LCSD and to the general public.

LCSD has a projected budget for this project, and intends to adhere to that budget as closely as possible. Early reliable pricing provided by the CM/GC contractor during the design phase will reduce the potential for time delays due to later discovery of higher-than-anticipated costs and consequent changes of direction.

Use of experienced contractors in the CM/GC process will allow LCSD to avoid potential labor fluctuations or scarcities resulting from schedule demands, weather events, or labor fluctuations or scarcities. The CM/GC process will allow LCSD to allocate the risk of unexpected problems and construction defects in a manner likely to result in long-term cost savings, and will allow LCSD to benefit from value engineering in the construction process.

(J) Technical Complexity

The various technical complexities of the project are best addressed by a collaborative team effort of LCSD and a CM/GC contractor:

- 1) LCSD's established overall auditorium budget need to be adhered to. It is important to maintain the highest level of project management throughout all phases of design and construction. Value engineering and constructability evaluations performed by the CM/GC are vital to the success of this project. The establishment of a guaranteed maximum price at the earliest possible date will be of great benefit to the District, and is only possible under a CM/GC approach.
- 2) The schedule for this project is critical. LCSD will work with the CM/GC to have no displaced students. New facilities should be complete and fully operational to allow occupancy by September 1, 2027.
- 3) Existing school operations will continue during the construction period. Critical issues will include maintaining a safe school environment for students and staff, delivery and staging of construction materials with minimum impact on school operations, and the continuity of mechanical and electrical services during construction.
- 4) Construction on the Oregon Coast requires unique skills and experience to avoid water intrusion, wind damage, schedule delays, and unexpected cost overruns due to inclement weather. The impact of severe winter storms with torrential wind-driven rains offers unique construction challenges. The CM/GC contractor's input regarding maintaining facility operations during construction and avoiding potential delays to construction date will ensure that the project is completed with a minimum of disruption or delay to students or staff.

(K) New Construction

This project is intended to be a new auditorium at Waldport High School. Hiring a contractor familiar with this type of project would result in better quality of work.

(L) Occupied or Unoccupied

As noted in paragraph (J), it is expected that school operations will continue during the construction period. Accordingly, the contractor must be able to minimize safety risks to students, staff and the public during construction.

(M) Phases

Due to the uncertainties involved with weather and working with an operating school, it is likely that the project will be built in several phases as circumstances permit. It is necessary to have a contractor who has the willingness and flexibility to accommodate these needs.

(N) Expertise in Alternative Contracting Methods

LCSD's personnel have handled previous projects involving alternative contracting methods and exemptions from the bidding process. They have the necessary expertise and substantial experience to undertake this contracting process. LCSD has also retained legal counsel with the necessary expertise and experience to help negotiate, administer and enforce the terms of the public improvement contract.

#### **4. Findings – Competition and Cost Savings**

Use of the proposed alternative contracting method is unlikely to encourage favoritism or diminish competition and will result in substantial cost savings to LCSD.

(A) Unlikely to Encourage Favoritism or Diminish Competition

Favoritism will not play a role in the selection of a contractor for this project. The selection will be conducted through an open and advertised Request for Proposal process. All qualified firms will be invited to submit proposals. LCSD will publish a legal notice in the Daily Journal of Commerce and OregonBuys.gov in order to provide project information to all interested contractors. LCSD will also publicly advertise the RFP to prospective bidders in any other manner it thinks appropriate to obtain solicitations from as many qualified and interested proposers as is feasible.

All qualified firms will be able to participate in an open, competitive selection process. Contractor selection will be based upon criteria relating to price, quality of performance, and other factors specified in the RFP documents or developed through discussions with competitive proposers. The RFP will provide an opportunity for bidders to protest the District's awards.

(B) Will Result in Substantial Cost Savings

Use of the CM/GC process will lead to substantial cost savings by reducing the time of construction and permitting increased use of the school facilities and by encouraging the development of cost-saving construction processes.

Time Savings

The nature of the project requires construction to occur within a tight schedule; as noted above, with the need to complete work by September 1, 2027. The continued use of parts of the facilities during construction, and the possible intervention of weather will limit the number of days available for completion of this project. The CM/GC process will permit the project to be completed more quickly than would be possible through traditional contracting methods, resulting in greater safety and utility to LCSD and to the general public.

LCSD has a projected budget for this project, and intends to adhere to that budget as closely as possible. Early reliable pricing provided by the CM/GC contractor during the design phase will reduce the potential for time delays due to later discovery of higher-than-anticipated costs and consequent changes of direction.

Cost Savings

The Request for Proposal method and the use of a CM/GC will permit LCSD to choose a contractor based upon considerations of quality of construction, expertise useful to handling the technical challenges of the project, and other qualities that will lead to substantial cost savings over the lifespan of the improvement.

Use of experienced contractors in the CM/GC process will allow LCSD to avoid potential labor fluctuations or scarcities resulting from schedule demands, weather events, or labor fluctuations or scarcities. The CM/GC process will allow LCSD to allocate the risk of unexpected problems and construction defects in a manner likely to result in long-term cost savings, and will allow LCSD to benefit from value engineering in the construction process.

## 2. TOHS Auditorium Public Hearing

**LINCOLN COUNTY SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA**  
December 9, 2025

**TOPIC:** Toledo JR/SR School Auditorium Public Hearing

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Rich Belloni

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

---

**DESCRIPTION OF AGENDA ITEM:**

The LCSD Board of Directors acting in its capacity as the Local Contract Review Board (LCRB) will conduct a public hearing during the LCRB meeting on December 9, 2025 to hear and take testimony on creation of an exemption from competitive bidding requirements for a public improvement project (auditorium at Toledo JR/SR School). The LCRB will consider and adopt findings of fact for the project and will also consider a Request for Proposal (RFP) for it. The RFP was sent to the Board under separate cover.  
Findings of fact and the use of the Construction Manager/General Contractor process for auditorium at Toledo JR/Sr High School .

**SUPERINTENDENT'S RECOMMENDATION:**

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

# **Toledo JR/SR High Construction of an Auditorium**

## **Lincoln County School District**

### **Findings in Support of Exemptions from Competitive Bidding**

#### **1. General**

ORS 279C.335 (2) permits a local contract review board to exempt contracts from traditional competitive bidding upon approval of findings of fact showing that an alternative contracting process is unlikely to encourage favoritism or diminish competition, and that the process will result in substantial cost savings to the public agency.

ORS 279C.400 – ORS 279C.410 describe the Request for Proposals method of solicitation as an alternative to traditional competitive bidding. Pursuant to ORS 279C.410 (8), a public agency using the Request for Proposals method may award a contract to the responsible proposer “whose proposal is determined in writing to be the most advantageous to the contracting agency based on the evaluation factors set forth in the request for proposals and, when applicable, the outcome of any negotiations authorized by the request for proposals.”

#### **2. Background**

The Lincoln County School District (LCSD) desires to perform construction of a auditorium at Toledo JR/SR High School. Contemplated renovation and expansion work includes:

- Excavation and drainage
- Construction of an auditorium

LCSD expects to complete the project by September 1, 2027. A final schedule will be determined through the project development process.

LCSD proposes to undertake construction of auditorium using the Construction Management / General Contractor (CM/GC) method of contracting with a proposer selected through the Request for Proposals method of solicitation. The CM/GC contractor will assist with construction planning and design for the project.

#### **3. Findings - Information**

(A) Market Conditions

It is expected that there will be several competitors available to propose as general contractors on this project.

(B) Operational, Budget and Financial Data

The preliminary construction budget for the work to be performed is approximately \$9,700,000.

(C) Public Benefit

The public will benefit from improvements to the Toledo JR/SR High School facilities. The construction of an auditorium will allow LCSD to provide an auditorium for the students, physical education, assemblies, and school/parent meetings.

Use of CM/GC process will allow LCSD to accomplish these important goals with a schedule and construction process that will cause minimal disruption to continuing use of the facilities.

(D) Value Engineering

The negotiated contract approach gives the contractor an increased opportunity to engage in value engineering (the process of identifying construction economies that can be achieved through incorporation of design revisions/refinements), which increases the likelihood of cost savings to LCSD.

(E) Specialized Expertise

As discussed below in subsection (F), the project will require special knowledge and experience due to the schedule and process constraints of construction and the unique environmental considerations of construction on the Oregon Coast. Any additional costs associated with this requirement of specialized knowledge and experience will be offset by the savings from having the work performed in such a way that it can withstand the particular climactic and geographic issues on the Oregon Coast and will not need to be repaired or rebuilt in the near future.

Construction will consist of construction of an auditorium at Toledo JR/SR High School. Contractor experience with construction of this type would benefit the district.

(F) Public Safety

All work will be performed in accordance with OR-OSHA safety regulations. LCSD and the contractor will work with the public to minimize hazards related to construction. The project will lead to improved public safety by modernizing facilities and improving the state of repair at Toledo JR/SR High School.

(G) Reduction of Risks

Granting an exemption to the competitive bidding for this project will reduce risks to LCSD and to the public by improving the usefulness of Toledo JR/SR High School, thereby reducing the risk of damage to the building and its occupants in the case of a seismic event.

(H) Affect on Funding

The project will be funded by 2025 Bond fund through Federal Government. Exempting the project from the competitive bidding process will not affect the source of the funding.

(I) Control of Impact from Market Conditions

The nature of the project requires construction to occur within a tight schedule, with the need to complete work by September 1, 2027. The continued use of parts of the facilities during construction, and the possible intervention of weather will limit the number of days available for completion of this project. The CM/GC process will permit the project to be completed more quickly than would be possible through traditional contracting methods, resulting in greater safety and utility to LCSD and to the general public.

LCSD has a projected budget for this project, and intends to adhere to that budget as closely as possible. Early reliable pricing provided by the CM/GC contractor during the design phase will reduce the potential for time delays due to later discovery of higher-than-anticipated costs and consequent changes of direction.

Use of experienced contractors in the CM/GC process will allow LCSD to avoid potential labor fluctuations or scarcities resulting from schedule demands, weather events, or labor fluctuations or scarcities. The CM/GC process will allow LCSD to allocate the risk of unexpected problems and construction defects in a manner likely to result in long-term cost savings, and will allow LCSD to benefit from value engineering in the construction process.

(J) Technical Complexity

The various technical complexities of the project are best addressed by a collaborative team effort of LCSD and a CM/GC contractor:

- 1) LCSD's established overall auditorium budget need to be adhered to. It is important to maintain the highest level of project management throughout all phases of design and construction. Value engineering and constructability evaluations performed by the CM/GC are vital to the success of this project. The establishment of a guaranteed maximum price at the earliest possible date will be of great benefit to the District, and is only possible under a CM/GC approach.
- 2) The schedule for this project is critical. LCSD will work with the CM/GC to have no displaced students. New facilities should be complete and fully operational to allow occupancy by September 1, 2027.
- 3) Existing school operations will continue during the construction period. Critical issues will include maintaining a safe school environment for students and staff, delivery and staging of construction materials with minimum impact on school operations, and the continuity of mechanical and electrical services during construction.
- 4) Construction on the Oregon Coast requires unique skills and experience to avoid water intrusion, wind damage, schedule delays, and unexpected cost overruns due to inclement weather. The impact of severe winter storms with torrential wind-driven rains offers unique construction challenges. The CM/GC contractor's input regarding maintaining facility operations during construction and avoiding potential delays to construction date will ensure that the project is completed with a minimum of disruption or delay to students or staff.

(K) New Construction

This project is intended to be a new auditorium at Toledo JR/SR High School. Hiring a contractor familiar with this type of project would result in better quality of work.

(L) Occupied or Unoccupied

As noted in paragraph (J), it is expected that school operations will continue during the construction period. Accordingly, the contractor must be able to minimize safety risks to students, staff and the public during construction.

(M) Phases

Due to the uncertainties involved with weather and working with an operating school, it is likely that the project will be built in several phases as circumstances permit. It is necessary to have a contractor who has the willingness and flexibility to accommodate these needs.

(N) Expertise in Alternative Contracting Methods

LCSD's personnel have handled previous projects involving alternative contracting methods and exemptions from the bidding process. They have the necessary expertise and substantial experience to undertake this contracting process. LCSD has also retained legal counsel with the necessary expertise and experience to help negotiate, administer and enforce the terms of the public improvement contract.

#### **4. Findings – Competition and Cost Savings**

Use of the proposed alternative contracting method is unlikely to encourage favoritism or diminish competition and will result in substantial cost savings to LCSD.

(A) Unlikely to Encourage Favoritism or Diminish Competition

Favoritism will not play a role in the selection of a contractor for this project. The selection will be conducted through an open and advertised Request for Proposal process. All qualified firms will be invited to submit proposals. LCSD will publish a legal notice in the Daily Journal of Commerce and OregonBuys.gov in order to provide project information to all interested contractors. LCSD will also publicly advertise the RFP to prospective bidders in any other manner it thinks appropriate to obtain solicitations from as many qualified and interested proposers as is feasible.

All qualified firms will be able to participate in an open, competitive selection process. Contractor selection will be based upon criteria relating to price, quality of performance, and other factors specified in the RFP documents or developed through discussions with competitive proposers. The RFP will provide an opportunity for bidders to protest the District's awards.

(B) Will Result in Substantial Cost Savings

Use of the CM/GC process will lead to substantial cost savings by reducing the time of construction and permitting increased use of the school facilities and by encouraging the development of cost-saving construction processes.

Time Savings

The nature of the project requires construction to occur within a tight schedule; as noted above, with the need to complete work by September 1, 2027. The continued use of parts of the facilities during construction, and the possible intervention of weather will limit the number of days available for completion of this project. The CM/GC process will permit the project to be completed more quickly than would be possible through traditional contracting methods, resulting in greater safety and utility to LCSD and to the general public.

LCSD has a projected budget for this project, and intends to adhere to that budget as closely as possible. Early reliable pricing provided by the CM/GC contractor during the design phase will reduce the potential for time delays due to later discovery of higher-than-anticipated costs and consequent changes of direction.

Cost Savings

The Request for Proposal method and the use of a CM/GC will permit LCSD to choose a contractor based upon considerations of quality of construction, expertise useful to handling the technical challenges of the project, and other qualities that will lead to substantial cost savings over the lifespan of the improvement.

Use of experienced contractors in the CM/GC process will allow LCSD to avoid potential labor fluctuations or scarcities resulting from schedule demands, weather events, or labor fluctuations or scarcities. The CM/GC process will allow LCSD to allocate the risk of unexpected problems and construction defects in a manner likely to result in long-term cost savings, and will allow LCSD to benefit from value engineering in the construction process.

### 3. NHS Auditorium Public Hearing

**LINCOLN COUNTY SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA**

December 9, 2025

**TOPIC:** Newport High School ~~School~~ Auditorium Public Hearing

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Rich Belloni

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

---

**DESCRIPTION OF AGENDA ITEM:**

The LCSD Board of Directors acting in its capacity as the Local Contract Review Board (LCRB) will conduct a public hearing during the LCRB meeting on December 9, 2025 to hear and take testimony on creation of an exemption from competitive bidding requirements for a public improvement project (auditorium at Newport High School). The LCRB will consider and adopt findings of fact for the project and will also consider a Request for Proposal (RFP) for it. The RFP was sent to the Board under separate cover.

Findings of fact and the use of the Construction Manager/General Contractor process for auditorium at Newport High School .

**SUPERINTENDENT'S RECOMMENDATION:**

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

# **Newport High School Construction of an Auditorium**

## **Lincoln County School District**

### **Findings in Support of Exemptions from Competitive Bidding**

#### **1. General**

ORS 279C.335 (2) permits a local contract review board to exempt contracts from traditional competitive bidding upon approval of findings of fact showing that an alternative contracting process is unlikely to encourage favoritism or diminish competition, and that the process will result in substantial cost savings to the public agency.

ORS 279C.400 – ORS 279C.410 describe the Request for Proposals method of solicitation as an alternative to traditional competitive bidding. Pursuant to ORS 279C.410 (8), a public agency using the Request for Proposals method may award a contract to the responsible proposer “whose proposal is determined in writing to be the most advantageous to the contracting agency based on the evaluation factors set forth in the request for proposals and, when applicable, the outcome of any negotiations authorized by the request for proposals.”

#### **2. Background**

The Lincoln County School District (LCSD) desires to perform construction of a auditorium at Newport High School. Contemplated renovation and expansion work includes:

- Demo of tennis court
- Excavation and drainage
- Construction of an auditorium

LCSD expects to complete the project by September 1, 2027. A final schedule will be determined through the project development process.

LCSD proposes to undertake construction of auditorium using the Construction Management / General Contractor (CM/GC) method of contracting with a proposer selected through the Request for Proposals method of solicitation. The CM/GC contractor will assist with construction planning and design for the project.

### **3. Findings - Information**

#### **(A) Market Conditions**

It is expected that there will be several competitors available to propose as general contractors on this project.

#### **(B) Operational, Budget and Financial Data**

The preliminary construction budget for the work to be performed is approximately \$9,700,000.

#### **(C) Public Benefit**

The public will benefit from improvements to the Newport High School facilities. The construction of an auditorium will allow LCSD to provide an auditorium for the students, physical education, assemblies, and school/parent meetings.

Use of CM/GC process will allow LCSD to accomplish these important goals with a schedule and construction process that will cause minimal disruption to continuing use of the facilities.

#### **(D) Value Engineering**

The negotiated contract approach gives the contractor an increased opportunity to engage in value engineering (the process of identifying construction economies that can be achieved through incorporation of design revisions/refinements), which increases the likelihood of cost savings to LCSD.

#### **(E) Specialized Expertise**

As discussed below in subsection (F), the project will require special knowledge and experience due to the schedule and process constraints of construction and the unique environmental considerations of construction on the Oregon Coast. Any additional costs associated with this requirement of specialized knowledge and experience will be offset by the savings from having the work performed in such a way that it can withstand the particular climactic and geographic issues on the Oregon Coast and will not need to be repaired or rebuilt in the near future.

Construction will consist of construction of an auditorium at Newport High School. Contractor experience with construction of this type would benefit the district.

(F) Public Safety

All work will be performed in accordance with OR-OSHA safety regulations. LCSD and the contractor will work with the public to minimize hazards related to construction. The project will lead to improved public safety by modernizing facilities and improving the state of repair at Newport High School.

(G) Reduction of Risks

Granting an exemption to the competitive bidding for this project will reduce risks to LCSD and to the public by improving the usefulness of Newport High School, thereby reducing the risk of damage to the building and its occupants in the case of a seismic event.

(H) Affect on Funding

The project will be funded by 2025 Bond fund through Federal Government. Exempting the project from the competitive bidding process will not affect the source of the funding.

(I) Control of Impact from Market Conditions

The nature of the project requires construction to occur within a tight schedule, with the need to complete work by September 1, 2027. The continued use of parts of the facilities during construction, and the possible intervention of weather will limit the number of days available for completion of this project. The CM/GC process will permit the project to be completed more quickly than would be possible through traditional contracting methods, resulting in greater safety and utility to LCSD and to the general public.

LCSD has a projected budget for this project, and intends to adhere to that budget as closely as possible. Early reliable pricing provided by the CM/GC contractor during the design phase will reduce the potential for time delays due to later discovery of higher-than-anticipated costs and consequent changes of direction.

Use of experienced contractors in the CM/GC process will allow LCSD to avoid potential labor fluctuations or scarcities resulting from schedule demands, weather events, or labor fluctuations or scarcities. The CM/GC process will allow LCSD to allocate the risk of unexpected problems and construction defects in a manner likely to result in long-term cost savings, and will allow LCSD to benefit from value engineering in the construction process.

(J) Technical Complexity

The various technical complexities of the project are best addressed by a collaborative team effort of LCSD and a CM/GC contractor:

- 1) LCSD's established overall auditorium budget need to be adhered to. It is important to maintain the highest level of project management throughout all phases of design and construction. Value engineering and constructability evaluations performed by the CM/GC are vital to the success of this project. The establishment of a guaranteed maximum price at the earliest possible date will be of great benefit to the District, and is only possible under a CM/GC approach.
- 2) The schedule for this project is critical. LCSD will work with the CM/GC to have no displaced students. New facilities should be complete and fully operational to allow occupancy by September 1, 2027.
- 3) Existing school operations will continue during the construction period. Critical issues will include maintaining a safe school environment for students and staff, delivery and staging of construction materials with minimum impact on school operations, and the continuity of mechanical and electrical services during construction.
- 4) Construction on the Oregon Coast requires unique skills and experience to avoid water intrusion, wind damage, schedule delays, and unexpected cost overruns due to inclement weather. The impact of severe winter storms with torrential wind-driven rains offers unique construction challenges. The CM/GC contractor's input regarding maintaining facility operations during construction and avoiding potential delays to construction date will ensure that the project is completed with a minimum of disruption or delay to students or staff.

(K) New Construction

This project is intended to be a new auditorium at Newport High School. Hiring a contractor familiar with this type of project would result in better quality of work.

(L) Occupied or Unoccupied

As noted in paragraph (J), it is expected that school operations will continue during the construction period. Accordingly, the contractor must be able to minimize safety risks to students, staff and the public during construction.

(M) Phases

Due to the uncertainties involved with weather and working with an operating school, it is likely that the project will be built in several phases as circumstances permit. It is necessary to have a contractor who has the willingness and flexibility to accommodate these needs.

(N) Expertise in Alternative Contracting Methods

LCSD's personnel have handled previous projects involving alternative contracting methods and exemptions from the bidding process. They have the necessary expertise and substantial experience to undertake this contracting process. LCSD has also retained legal counsel with the necessary expertise and experience to help negotiate, administer and enforce the terms of the public improvement contract.

#### **4. Findings – Competition and Cost Savings**

Use of the proposed alternative contracting method is unlikely to encourage favoritism or diminish competition and will result in substantial cost savings to LCSD.

(A) Unlikely to Encourage Favoritism or Diminish Competition

Favoritism will not play a role in the selection of a contractor for this project. The selection will be conducted through an open and advertised Request for Proposal process. All qualified firms will be invited to submit proposals. LCSD will publish a legal notice in the Daily Journal of Commerce and OregonBuys.gov in order to provide project information to all interested contractors. LCSD will also publicly advertise the RFP to prospective bidders in any other manner it thinks appropriate to obtain solicitations from as many qualified and interested proposers as is feasible.

All qualified firms will be able to participate in an open, competitive selection process. Contractor selection will be based upon criteria relating to price, quality of performance, and other factors specified in the RFP documents or developed through discussions with competitive proposers. The RFP will provide an opportunity for bidders to protest the District's awards.

## (B) Will Result in Substantial Cost Savings

Use of the CM/GC process will lead to substantial cost savings by reducing the time of construction and permitting increased use of the school facilities and by encouraging the development of cost-saving construction processes.

### Time Savings

The nature of the project requires construction to occur within a tight schedule; as noted above, with the need to complete work by September 1, 2027. The continued use of parts of the facilities during construction, and the possible intervention of weather will limit the number of days available for completion of this project. The CM/GC process will permit the project to be completed more quickly than would be possible through traditional contracting methods, resulting in greater safety and utility to LCSD and to the general public.

LCSD has a projected budget for this project, and intends to adhere to that budget as closely as possible. Early reliable pricing provided by the CM/GC contractor during the design phase will reduce the potential for time delays due to later discovery of higher-than-anticipated costs and consequent changes of direction.

### Cost Savings

The Request for Proposal method and the use of a CM/GC will permit LCSD to choose a contractor based upon considerations of quality of construction, expertise useful to handling the technical challenges of the project, and other qualities that will lead to substantial cost savings over the lifespan of the improvement.

Use of experienced contractors in the CM/GC process will allow LCSD to avoid potential labor fluctuations or scarcities resulting from schedule demands, weather events, or labor fluctuations or scarcities. The CM/GC process will allow LCSD to allocate the risk of unexpected problems and construction defects in a manner likely to result in long-term cost savings, and will allow LCSD to benefit from value engineering in the construction process.

#### 4. YV Seismic Public Hearing

**LINCOLN COUNTY SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA**

December 9, 2025

**TOPIC:** Yaquina View Seismic Phase 2 Public Hearing

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Rich Belloni

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

---

**DESCRIPTION OF AGENDA ITEM:**

The LCSD Board of Directors acting in its capacity as the Local Contract Review Board (LCRB) will conduct a public hearing during the LCRB meeting on December 9, 2025 to hear and take testimony on creation of an exemption from competitive bidding requirements for a public improvement project (seismic upgrades at Yaquina View Elementary School Phase 2).

The LCRB will consider and adopt findings of fact for the project and will also consider a Request for Proposal (RFP) for it. The RFP was sent to the Board under separate cover.

Findings of fact and the use of the Construction Manager/General Contractor process for Seismic Upgrades at Yaquina View Elementary Phase 2.

**SUPERINTENDENT'S RECOMMENDATION:**

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

# **Yaquina View Elementary Phase 2 Seismic Upgrades**

## **Lincoln County School District**

### **Findings in Support of Exemptions from Competitive Bidding**

#### **1. General**

ORS 279C.335 (2) permits a local contract review board to exempt contracts from traditional competitive bidding upon approval of findings of fact showing that an alternative contracting process is unlikely to encourage favoritism or diminish competition, and that the process will result in substantial cost savings to the public agency.

ORS 279C.400 – ORS 279C.410 describe the Request for Proposals method of solicitation as an alternative to traditional competitive bidding. Pursuant to ORS 279C.410 (8), a public agency using the Request for Proposals method may award a contract to the responsible proposer “whose proposal is determined in writing to be the most advantageous to the contracting agency based on the evaluation factors set forth in the request for proposals and, when applicable, the outcome of any negotiations authorized by the request for proposals.”

#### **2. Background**

The Lincoln County School District (LCSD) desires to perform seismic upgrades at Yaquina View Elementary School Phase 2. Contemplated renovation and expansion work includes:

- Seismic Rehabilitation
- Strengthening or replacement roof and/or walls
- Limited remodeling of attached structures
- Limited remodeling and site improvements

LCSD expects to complete the project by September 1, 2026. A final schedule will be determined through the project development process.

LCSD proposes to undertake expansions and renovations of the Schools using the Construction Management / General Contractor (CM/GC) method of contracting with a proposer selected through the Request for Proposals method of solicitation. The CM/GC contractor will assist with construction planning and design for the project.

### **3. Findings - Information**

#### **(A) Market Conditions**

It is expected that there will be several competitors available to propose as general contractors on this project.

#### **(B) Operational, Budget and Financial Data**

The preliminary construction budget for the work to be performed is approximately \$2,500,000.

#### **(C) Public Benefit**

The public will benefit from improvements to the Yaquina View Elementary School Phase 2 facilities. The seismic upgrades will allow LCSD to provide a seismically sound classrooms for education.

Use of CM/GC process will allow LCSD to accomplish these important goals with a schedule and construction process that will cause minimal disruption to continuing use of the facilities.

#### **(D) Value Engineering**

The negotiated contract approach gives the contractor an increased opportunity to engage in value engineering (the process of identifying construction economies that can be achieved through incorporation of design revisions/refinements), which increases the likelihood of cost savings to LCSD.

#### **(E) Specialized Expertise**

As discussed below in subsection (F), the project will require special knowledge and experience due to the schedule and process constraints of construction and the unique environmental considerations of construction on the Oregon Coast. Any additional costs associated with this requirement of specialized knowledge and experience will be offset by the savings from having the work performed in such a way that it can withstand the particular climactic and geographic issues on the Oregon Coast and will not need to be repaired or rebuilt in the near future.

Construction will consist of seismic upgrades to Yaquina View Elementary School Phase 2 Classrooms. Contractor experience with construction of this type would benefit the district.

(F) Public Safety

All work will be performed in accordance with OR-OSHA safety regulations. LCSD and the contractor will work with the public to minimize hazards related to construction. The project will lead to improved public safety by modernizing facilities and improving the state of repair at Yaquina View Elementary School Phase 2.

(G) Reduction of Risks

Granting an exemption to the competitive bidding for this project will reduce risks to LCSD and to the public by improving the structural integrity of Yaquina View Elementary School Phase 2, thereby reducing the risk of damage to the building and its occupants in the case of a seismic event.

(H) Affect on Funding

The project will be funded by seismic grant funds through Oregon Infrastructure Finance & Authority. Exempting the project from the competitive bidding process will not affect the source of the funding.

(I) Control of Impact from Market Conditions

The nature of the project requires construction to occur within a tight schedule, with the need to complete work by September 1, 2026. The continued use of parts of the facilities during construction, and the possible intervention of weather will limit the number of days available for completion of this project. The CM/GC process will permit the project to be completed more quickly than would be possible through traditional contracting methods, resulting in greater safety and utility to LCSD and to the general public.

LCSD has a projected budget for this project, and intends to adhere to that budget as closely as possible. Early reliable pricing provided by the CM/GC contractor during the design phase will reduce the potential for time delays due to later discovery of higher-than-anticipated costs and consequent changes of direction.

Use of experienced contractors in the CM/GC process will allow LCSD to avoid potential labor fluctuations or scarcities resulting from schedule demands, weather events, or labor fluctuations or scarcities. The CM/GC process will allow LCSD to allocate the risk of unexpected problems and construction defects in a manner likely to result in long-term cost savings, and will allow LCSD to benefit from value engineering in the construction process.

(J) Technical Complexity

The various technical complexities of the project are best addressed by a collaborative team effort of LCSD and a CM/GC contractor:

- 1) LCSD's established overall seismic grant budget cannot be exceeded. It is important to maintain the highest level of project management throughout all phases of design and construction. Value engineering and constructability evaluations performed by the CM/GC are vital to the success of this project. The establishment of a guaranteed maximum price at the earliest possible date will be of great benefit to the District, and is only possible under a CM/GC approach.
- 2) The schedule for this project is critical. LCSD has arranged to accommodate displaced students for a limited time. New facilities must be complete and fully operational to allow occupancy by September 1, 2026.
- 3) Existing school operations will continue during the construction period. Critical issues will include maintaining a safe school environment for students and staff, delivery and staging of construction materials with minimum impact on school operations, and the continuity of mechanical and electrical services during construction.
- 4) Construction on the Oregon Coast requires unique skills and experience to avoid water intrusion, wind damage, schedule delays, and unexpected cost overruns due to inclement weather. The impact of severe winter storms with torrential wind-driven rains offers unique construction challenges. The CM/GC contractor's input regarding maintaining facility operations during construction and avoiding potential delays to construction date will ensure that the project is completed with a minimum of disruption or delay to students or staff.

(K) New Construction vs. Remodel

This project is intended to remodel and upgrade existing structures at Yaquina View Elementary School Phase 2. Hiring a contractor familiar with this type of project would result in better quality of work.

(L) Occupied or Unoccupied

As noted in paragraph (J), it is expected that school operations will continue during the construction period. Accordingly, the contractor must be able to minimize safety risks to students, staff and the public during construction.

(M) Phases

Due to the uncertainties involved with weather and working with an operating school, it is likely that the project will be built in several phases as circumstances permit. It is necessary to have a contractor who has the willingness and flexibility to accommodate these needs.

(N) Expertise in Alternative Contracting Methods

LCSD's personnel have handled previous projects involving alternative contracting methods and exemptions from the bidding process. They have the necessary expertise and substantial experience to undertake this contracting process. LCSD has also retained legal counsel with the necessary expertise and experience to help negotiate, administer and enforce the terms of the public improvement contract.

#### **4. Findings – Competition and Cost Savings**

Use of the proposed alternative contracting method is unlikely to encourage favoritism or diminish competition and will result in substantial cost savings to LCSD.

(A) Unlikely to Encourage Favoritism or Diminish Competition

Favoritism will not play a role in the selection of a contractor for this project. The selection will be conducted through an open and advertised Request for Proposal process. All qualified firms will be invited to submit proposals. LCSD will publish a legal notice in the Daily Journal of Commerce in order to provide project information to all interested contractors. LCSD will also publicly advertise the RFP to prospective bidders in any other manner it thinks appropriate to obtain solicitations from as many qualified and interested proposers as is feasible.

All qualified firms will be able to participate in an open, competitive selection process. Contractor selection will be based upon criteria relating to price, quality of performance, and other factors specified in the RFP documents or developed through discussions with competitive proposers. The RFP will provide an opportunity for bidders to protest the District's awards.

(B) Will Result in Substantial Cost Savings

Use of the CM/GC process will lead to substantial cost savings by reducing the time of construction and permitting increased use of the school facilities and by encouraging the development of cost-saving construction processes.

Time Savings

The nature of the project requires construction to occur within a tight schedule; as noted above, with the need to complete work by September 1, 2026. The continued use of parts of the facilities during construction, and the possible intervention of weather will limit the number of days available for completion of this project. The CM/GC process will permit the project to be completed more quickly than would be possible through traditional contracting methods, resulting in greater safety and utility to LCSD and to the general public.

LCSD has a projected budget for this project, and intends to adhere to that budget as closely as possible. Early reliable pricing provided by the CM/GC contractor during the design phase will reduce the potential for time delays due to later discovery of higher-than-anticipated costs and consequent changes of direction.

Cost Savings

The Request for Proposal method and the use of a CM/GC will permit LCSD to choose a contractor based upon considerations of quality of construction, expertise useful to handling the technical challenges of the project, and other qualities that will lead to substantial cost savings over the lifespan of the improvement.

Use of experienced contractors in the CM/GC process will allow LCSD to avoid potential labor fluctuations or scarcities resulting from schedule demands, weather events, or labor fluctuations or scarcities. The CM/GC process will allow LCSD to allocate the risk of unexpected problems and construction defects in a manner likely to result in long-term cost savings, and will allow LCSD to benefit from value engineering in the construction process.

4. Adjourn Public Hearing, Resume Business Meeting
5. Introductions
  - a. Jason Hay - Linn, Benton, Lincoln Educational Service District Superintendent



# LBL

LINN BENTON LINCOLN  
EDUCATION SERVICE DISTRICT

**2025-2027**

Fall 2025 Revision



**LOCAL SERVICE PLAN**

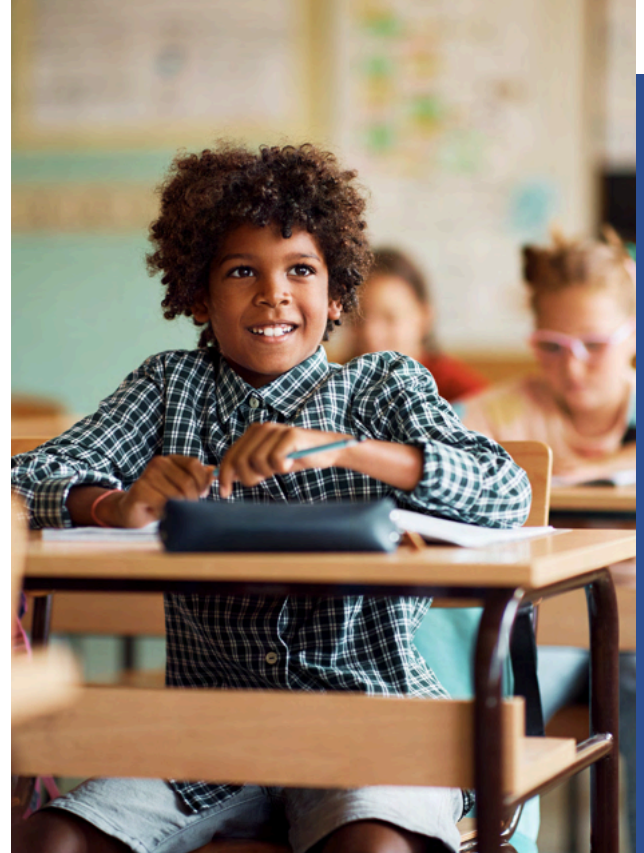
# Table of Contents

**03** About the ESD

**06** Equity Lens

**07** Board of Directors

**09** Meet the Team



**12** Component Districts

**14** Calendar

**16** Tier 1 Services

**33** Tier 2 Services

**53** Grants and Contracts

**63** District Summary



# Serving the Counties of Linn, Benton, Lincoln, and Beyond!

Linn Benton Lincoln Education Service District (LBL) serves educational agencies, districts, and schools across the state with high-quality services and programs that are practical, reliable, and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students, and families meet Oregon's educational goals.

LBL is one of 19 Education Service Districts in Oregon that serve all 36 counties. The purpose of Oregon's Education Service Districts is defined in Oregon Revised Statute (ORS) 334.005. Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing equitable education opportunities for all of Oregon's public school students.



LBL comprises 12 component districts and 96 schools with approximately 34,512 students in Linn, Benton, and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board.

## Education Service Districts and Oregon Revised Statutes

Education Service Districts (ESDs) originated in Oregon's first laws establishing a general system of common schools. Through the history of Oregon's regional services system, local governances and state statutes concerning the mission of ESDs has remained somewhat constant: "Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing excellent and equitable educational opportunities for all Oregon public school students."

ORS 334.005 defines the mission, purpose, and accountability of an ESD. The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective, and locally responsive educational services at a regional level.

### **An education service district plays a key role in:**

- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21st Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation among education, social service, health care, and employment training agencies.



**Per ORS 334.175, Education Service Districts must provide regionalized core services in the following areas:**

- Programs for children with special needs, including but not limited to special education services and services for at-risk students.
- Technology support for component school districts and the individual technology plans for those districts, including but not limited to technology infrastructure services, data services, instructional technology services, and distance learning.
- School improvement services for component school districts, including but not limited to:
  - 1.** Services designed to support component school districts in meeting the requirements of state and federal law;
  - 2.** Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;
  - 3.** Services designed to support and facilitate continuous school improvement planning;
  - 4.** Services designed to address schoolwide behavior and climate issues;
  - 5.** Services designed to support career and technical education.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts, and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

An education service district may provide entrepreneurial services to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.

# Equity Lens

We believe that every student, staff and community partner should be treated equitably. Our focus is to eliminate disparities among all groups.

## Equity:

Just and fair inclusion. An equitable society is one in which all can participate and prosper to allow all to reach their full potential.



## Purpose:

Provide a common vocabulary and protocol to produce and evaluate policies, practices, processes, programs, services or decisions that result in more equitable outcomes.



## Procedure:

Consider the following four questions for any policy, practice, process, program, service or decision::

**1**

### Who Does It Impact?

Who are the groups affected?  
What are the potential impacts on these groups?

**2**

### Who Has the Opportunities and is Included and Who is Not?

Are existing disparities ignored or worsened?  
Are there unintended consequences?

**3**

### Whose Voices Are at the Table?

Have we intentionally involved our partners?

**4**

### Can We Do About It?

How will we mitigate the negative impacts and address the barriers identified above?

Non-Discrimination: LBL ESD prohibits discrimination and harassment on any basis protected by law, including but not limited to an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability, veterans status, or the protected status of any other person with whom the individual associates

# Meet our **BOARD OF DIRECTORS**



**Bill Hays**  
Zone 1  
Term Expires 6.30.28



**Lori Greenfield**  
Zone 2  
Term Expires 6.30.28



**Michael Thomson**  
Zone 3  
Term Expires 6.30.28



**Denise Hughes-Tafen**  
Zone 4  
Term Expires 6.30.28



**Amy Vctor**  
Zone 5  
Term Expires 6.30.27



**Miriam Cummins**  
Zone 6  
Term Expires 6.30.27



**Eddie Symington**  
Zone 7  
Term Expires 6.30.27

## **GOALS & BOARD OBJECTIVES**

### **Board Performance Objective 1**

Pursue innovation through service delivery, equitable resource allocation, evaluation and improvement, staff development, and use of technology.

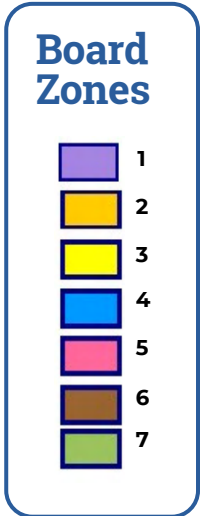
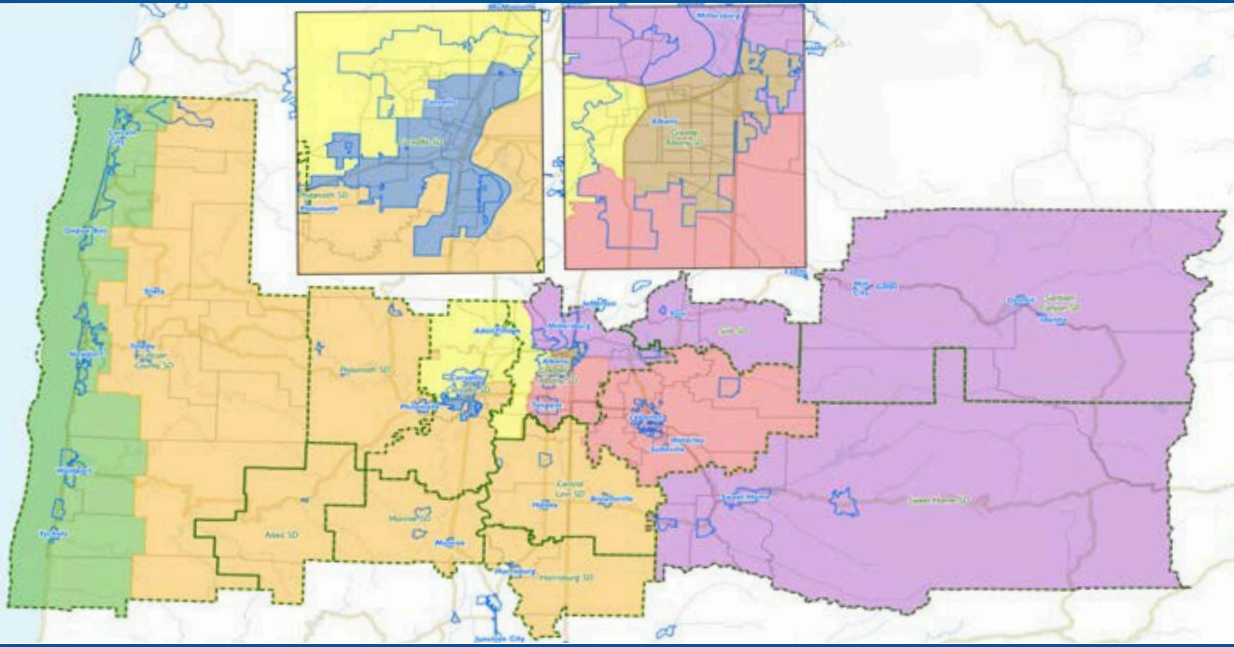
### **Board Performance Objective 2**

Continue to enhance collaborative relationships and effective communication with LBLES D employees, school districts, and communities.

### **Board Performance Objective 3**

Prudently and sustainably manage fiscal resources. Maintain a forward looking financial plan and anticipate and accommodate economic changes.

# Board Zones



## Zone 1

Greater Albany (part),  
Sweet Home, Scio,  
Santiam Canyon

## Zone 2

Central Linn, Harrisburg,  
Monroe, Alsea, Philomath,  
Lincoln Co. Schools (part)

## Zone 3

Corvallis (North)  
Greater Albany (part)

## Zone 4

Corvallis (part)

## Zone 5

Lebanon  
Greater Albany (part)

## Zone 6

Greater Albany (part)

## Zone 7

Lincoln County (part)

# Budget Committee

Jim Gourley  
Zone 1 Term Expires:  
6/30/27

Sarah Finger McDonald  
Zone 4 Term Expires:  
6/30/2027

Vacant  
Zone 7 Term Expires:  
6/30/2025

Risteen Follett  
Zone 2 Term Expires:  
6/30/2029

Nichole Piland  
Zone 5 Term Expires:  
6/30/2027

Jean Wooten  
At Large Term Expires:  
6/30/2029

Todd Noble  
Zone 3 Term Expires:  
6/30/2029

Ryan Mattingly  
Zone 6 Term Expires:  
6/30/2027

# Meet our **EXECUTIVE TEAM**



**Jason Hay**  
Superintendent



**Nancy Griffith**  
Assistant Superintendent



**Rocco Luiere**  
Executive Financial Officer



**Kristina Wonderly**  
Executive Director  
Human Resources



**Tim Jones**  
Executive IT Officer



**Autumn Belloni**  
Executive Director of  
Early Intervention and SpEd



## Mission

Through services and collaboration with community schools and families, we empower every child with the skills and resources needed for success, fostering innovation and responsiveness in education.

## Vision

Enhancing education through collaboration.

## Values/Voice Personality

- Children and families first
- Equity, inclusivity, & Honoring differences
- Competency and Expertise
- Kindness, Caring, & Humility
- Trust & Connection
- Teamwork & Collaborative leadership
- Health & balance
- Sustainability

# Education LEADERSHIP TEAM



**Catie Dalton**  
Early Intervention/Early  
Childhood Special Ed.



**Alex Nalivaiko**  
Long Term Care  
and Treatment



**Sonya Hart**  
Special Education and  
Evaluation Services



**Steve Martinelli**  
Cascade Regional  
Inclusive Services



**Tina Linn**  
Early Intervention/Early  
Childhood Special Ed.



**Liz Wallace**  
Strategic Partnerships  
for Student Success



**Kimberly McCutcheon Gross**  
Early Intervention/Early  
Childhood Special Ed.

The Education Leadership Council is composed of leaders supporting direct student service providers. Along with the Cabinet, it includes the Directors and Coordinators of Cascade Regional Inclusive Services (CRIS), Early Intervention/Early Childhood Special Education (EI/ECSE), Long Term Care and Treatment (LTCT), Special Education and Evaluation Services (SEES), and Strategic Partnerships for Student Success (SPSS).

# Enterprise LEADERSHIP TEAM



**September Johnson**  
Human Resources



**Jennifer Kessel**  
Technology and  
Information Services



**Katie Davis**  
Technology and  
Information Services



**Kayla Stuck**  
E-rate Services



**Lisa Schoen**  
Administrative  
Services



**Nathan Rouzard**  
Marketing and  
Business Development



**Richard Thomas**  
Technology and  
Information Services



**Sean Yoder**  
Business Services



**Lisa McConnell**  
Facilities  
Coordinator

The Enterprise Services Leadership Council is composed of those leaders that are not supporting direct service providers. Along with the Cabinet, it will include the leaders of Administrative Services, Business Services, E-rate Services, Facilities, Human Resources, Marketing and Branding, and Technology and Information Services.

# LBL Component School Districts



**Alsea 7J**  
P.O. Box B 301 South 3rd  
Street Alsea, OR 97324

Superintendent: Stacy Knudson  
<http://alsea.k12.or.us/>  
541-487-4305



**Central Linn 552C**  
P.O. Box 200 32433 Highway  
228 Halsey, OR 97348

Superintendent: Dr. Robert Hess  
<http://centrallinn.k12.or.us/>  
541-369-2813



**Corvallis 509J**  
1555 SW 35th Street  
Corvallis, OR 97333

Superintendent: Dr. Ryan Noss  
<https://www.csd509j.net/>  
541-757-5841



**Greater Albany 8J**  
718 Seventh Avenue SW  
Albany, OR 97321

Superintendent: Andy Gardner  
<https://albany.k12.or.us/>  
541-967-4511



**Harrisburg #7**  
P.O. Box 208 865 LaSalle Street  
Harrisburg, OR 97446

Superintendent: Steve Woods  
<https://www.harrisburg.k12.or.us/>  
541-995-6626



**Lebanon Community #9**  
485 S Fifth Street  
Lebanon, OR 97355

Superintendent: Jennifer Meckley  
<http://lebanon.k12.or.us/>  
541-451-8511

# LBL Component School Districts



**Lincoln County 1212**  
NE Fogarty Street  
Newport, OR 97365

Superintendent: Dr. Majalise Tolan  
<https://lincoln.k12.or.us/>  
541-265-9211



**Monroe 1J**  
365 N 5th Street  
Monroe, OR 97456

Superintendent: Bill Crowson  
<https://monroe.k12.or.us/>  
541-847-6292



**Philomath 17J**  
1620 Applegate Street  
Philomath, OR 97370

Superintendent: Susan Halliday  
<https://www.philomathsd.net/>  
541-929-3169



**Santiam Canyon 129J**  
P.O. Box 197 150  
SW Evergreen Street  
Mill City, OR 97360

Superintendent: Krista Nieraeth  
<http://santiam.k12.or.us/>  
503-897-2321



**Scio 95**  
38875 NW First Avenue  
Scio, OR 97374

Superintendent: Kim Roth  
<https://scio.k12.or.us/>  
503-394-3261



**Sweet Home 55**  
1920 Long Street  
Sweet Home, OR 97386

Superintendent: Terry Martin  
<http://sweethome.k12.or.us/>  
541-367-7637

# LBL Planning Calendar for Developing & Approving Resolution Services



## September/October

Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.

## October/November

Present VCSA draft resolution Local Service Plan for the next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) with input from Superintendents.

## November

VCSA Superintendents finalize the Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to the LBL Board of Directors and component school districts.

## January

The recommended LBL Local Service Plan will be provided to the LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.

## February

After being adopted by the LBL Board of Directors, the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts representing more than 50% of the students in the LBL region. Adoption by component district boards shall occur before March 1.

## March

Notify LBL staff of changes in service requirements as established in the Local Service Plan.

## April/May

LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

# Resolution Services

## Enrollment for Year 1 of the 2024-2026 Biennium

Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw.

ADMw from the previous three years will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY25/26

District	2021-2022 ADMw	2022-2023 ADMw	2023-2024 ADMw	3 Year Average	% of Allocation
Alsea	1,120	613	399	711	1.7%
Central Linn	724	715	705	715	1.7%
Corvallis	7,439	7,407	7,243	7,363	17.4%
Greater Albany	10,622	10,596	10,519	10,579	25%
Harrisburg	942	972	1,034	983	2.3%
Lebanon	4,657	4,707	4,678	4,681	11.1%
Lincoln County	6,549	6,489	6,328	6,456	15.2%
Monroe	513	539	539	531	1.3%
Philomath	1,847	1,896	1,981	1,908	4.5%
Santiam Canyon	3,831	3,344	3,502	3,559	8.4%
Scio	2,313	2,025	2,139	2,159	5.1%
Sweet Home	2,603	2,738	2,688	2,676	6.3%
<b>Total</b>	<b>43,161</b>	<b>42,043</b>	<b>41,754</b>	<b>42,319</b>	<b>100%</b>

The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts to stay within the constraints of the agreement, yet provide flexibility in the use of funds.



# Resolution Service Funding and Allocation

Funding for LBLESD is governed by ORS 344.177, which mandates that at least 90% of resolution funds be spent directly on services or programs for component school districts. The allocation of these funds follows a two-tier system:

## Tier 1 Budget

The LBLESD superintendent proposes the annual budget to cover the Tier 1 Services listed in the Local Service Plan. The proposed budget is discussed with the VCSA superintendents, who may request changes to the proposed amounts with the understanding that certain funding decisions may impact service levels. VCSA superintendents ratify total Tier 1 budgetary expenditures with approval requiring a two-thirds vote from districts representing over 50% of the students final ADMr based on the most recently published fiscal year as provided by the Oregon Department of Education. In the absence of a ratified budget, the Tier 1 budget will roll forward from the prior school year, adjusted for inflation. Payroll, software, and travel (mileage) expenses will reflect direct inflationary factors, while all other budgeted expenditures will include a 4.00% inflation adjustment. Any unused Tier 1 funds roll over into Tier 2 for the next school year.

## Tier 2 Distributions

Remaining funds are distributed to districts based on their proportionate share of a trailing 3-year ADMr, with a minimum distribution of 1%. This distribution includes unutilized Tier 1 funds from the prior school year. Districts can carry forward unused Tier 2 funds indefinitely.

Estimates of available resolution funding will be provided in April. All funding and distributions are approved and governed by the LBLESD Board of Directors and must be appropriated before spending.

## Tier 1 Resolutions Services

Tier 1 includes services that are essential to all districts, ensure equitable access, and/or benefit from economies of scale. The ESD is responsible for managing the service distribution of each program to ensure all 12 districts receive equitable access. Approval to add or remove a Tier 1 service requires a two-thirds majority vote from the districts, representing over 50% of the students, based on the final ADMr from the most recent fiscal year as reported by the Oregon Department of Education.

Tier 1 services are intended as long-term commitments to students and staff in all Component Districts, providing the ESD stable funding and operational consistency, allowing for the most efficient and effective delivery of services. While services can be reviewed annually, they are generally approved on a biennial basis. If a service is canceled, any existing long-term contracts or commitments made by the ESD to support that service will be covered by the Tier 1 budget until the ESD can legally and ethically exit those agreements.

Additions to Tier 1 services may be subject to the approval of the LBLESD Board of Directors.

# CORE SERVICES

ORS.334.175



**Special Education Services**



**School Improvement Services**



**Technology Support Services**



**Administrative Services**



**LBI**

SPECIAL  
EDUCATION  
SERVICES

**TIER 1**

# Special Education Services



## Audiology Screening

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Mass hearing screenings are provided to all kindergarten, 1st, and 2nd grade students who attend public schools in the LBL ESD region through Tier 1 services. In addition, a school team may screen students at any point throughout their education, with input and discussion from both parents and the team.

If a student fails two hearing screenings, the school team may refer the student to an audiologist for further audiology testing. The testing may include otoscopy, acoustic immittance testing, standard air and bone conduction testing, speech audiometry, and otoacoustic emissions.

Audiology booth appointments are available in Albany or Newport for these evaluations.

### Enhancing education through collaboration



## Augmentative and Alternative Communication (AAC)

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Students who demonstrate significant difficulty in communication and require a specialized system to support their education may be referred to the ESD's Augmentative and Alternative Communication (AAC) Specialists. The goal of these specialized Speech-Language Pathologists (SLPs) is to support school staff in creating communication opportunities for the student throughout the school day.

AAC Specialists are responsible for identifying and trialing various communication platforms from LBL ESD's lending library to help teams determine which system would be most appropriate for the student. Once the district procures the appropriate platform, the AAC specialist will continue to support school-based teams through monthly regional training and coaching.

Services provided by Tier 1 AAC Specialists to eligible students can be billed to Medicaid, provided that a cost-sharing agreement is in place between the district and the ESD.

# Special Education Services



## Early Childhood Special Education Evaluation

PROGRAM

**Early Intervention/Early Childhood Special Education**

CONTACT

**Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross**

PROGRAM  
INFORMATION

Early Intervention-Early childhood Special Education (EI/ECSE) specialists provide evaluations for students from birth to age five who are suspected of having a developmental delay or disability, including challenges in how they see, hear, talk, think, or move.

Evaluators include developmental specialists, speech-language pathologists, autism specialists and other specialists from the Cascade Regional Inclusive Services program. Families, child care providers, preschool providers, physicians, and community agencies can all refer children to the program for evaluation.

Evaluations for children under the age of three must be completed within 45 calendar days from referral, whereas evaluations for children ages three to entrance to kindergarten must be completed within 60 school days.

Children who are found to be at risk for or have a developmental delay, or are experiencing a disability under a categorical eligibility are provided an Individualized Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and includes the child's abilities and needs, services for the child and family, family outcomes related to the child's needs, and goals and objectives reflecting both the child's developmental and special education needs. The services provided to children following eligibility are provided through federal and state grant funds.



# Special Education Services



## Mild/Moderate Occupational Therapy (OT)

PROGRAM  
**Cascade Regional Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Occupational therapy services in the educational setting focus on adaptations and functional skills a child needs to safely access the educational environment and make progress in their areas of specially designed instruction.

Therapists provide evaluation in the area of occupational therapy and support students with mild or moderate OT needs by consulting and collaborating with the student's educational team.

Services provided by the school-based OT are driven by the student's Individual Family Service Plan (IFSP) or Individual Education Program (IEP) and can include a variety of activities and interventions, including direct consultation, coaching, modeling, making adaptations to the environment or tasks, and providing in-service training to staff. Consultation also occurs through attendance at IFSP or IEP team meetings, the implementation of accommodations and providing support for any specialized equipment that the student may need.

Services provided by Tier 1 Occupational Therapists to eligible students are able to be billed to Medicaid if a cost-sharing agreement is in place between the district and the ESD.



# Special Education Services



## Mild/Moderate Physical Therapy (PT)

PROGRAM  
**Cascade Regional Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Physical therapy services in the education setting focus on ensuring safety and accessibility across school environments so students with gross motor challenges can thrive and learn while at school.

Therapists provide evaluation in the area of physical therapy and support students with mild or moderate PT needs by consulting and collaborating with the student’s educational team, developing classroom protocols and promoting student self-care.

Services provided by the school-based PT are driven by the student’s Individual Family Service Plan (IFSP) or Individual Education Program (IEP) and can include a variety of activities and interventions, including direct consultation, coaching, modeling, making adaptations to the environment or tasks, and providing in-service training to staff. Consultation also occurs through attendance at IFSP or IEP team meetings, the implementation of accommodations and providing support for any specialized equipment that the student may need. Equipment available for short-term loan includes positioning equipment, recreational equipment, and mobility aids.

Services provided by Tier 1 Physical Therapists to eligible students are able to be billed to Medicaid if a cost-sharing agreement is in place between the district and the ESD.



# Special Education Services

FUNDING  
**TIER 1**  
SERVICES



## Severe Disability Services

PROGRAM  
**Special Education and  
Evaluation Services**

CONTACT  
**Sonya Hart**

PROGRAM  
INFORMATION

The Severe Disability program provides support to districts through financial compensation, staff development, consultation, and access to materials for students who are experiencing a significant impact from intellectual disabilities. Services are delivered by a program consultant and include several key resources.

These resources include the coordination of lending library purchases and the distribution of a list of available materials. The program also offers technical assistance and materials to support annual district goals for services to students with severe disabilities. Additionally, the consultant conducts monthly district visits to observe programs and provide consultation.

Severe Disabilities consultant staff serve as regional Qualified Trainers for Extended Assessment, offering training and assistance to district Extended Assessment evaluators. Consultants can also provide support on instructional programming for students with moderate to severe intellectual disabilities. This includes access to an extensive lending library that targets the educational needs of these students.

(Additional document linked here will provide further explanation of how LBL transits funds for this service.)



# Special Education Services



The Special Education and Evaluation Services (SEES) program offers a broad range of support to students and districts. These services include system development for general education interventions in academics and behavior, evaluations for Special Education identification, Multi-Tiered Systems of Support (MTSS) consultation and training, and professional development on research-based initiatives. The program also provides guidance on special education law and current practices in evaluation.

In addition to these core services, districts receive support and technical assistance with programming for students with severe disabilities, as well as transition services.

The SEES team is composed of school psychologists, speech-language pathologists/assistants, educational consultants, and Spanish interpreters/translators, all working together to provide comprehensive support to districts and students.

## Special Education Services

PROGRAM  
**Special Education and Evaluation Services**

CONTACT  
**Sonya Hart**

PROGRAM  
INFORMATION



# Special Education Services



Since Section 504 is not funded through special education funding streams, any special education services needed for students on 504 plans will need to be purchased through Tier 2. Similarly, students who attend private schools are not automatically eligible for services from the local ESD. School districts may purchase special education services from the ESD for private school students in their boundaries through Tier 2 if desired.

## 504 Plans and Students in Private Schools

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Autumn Belloni**

PROGRAM  
INFORMATION





**LBI**

**SCHOOL  
IMPROVEMENT  
SERVICES**

**TIER 1**

# School Improvement Services



## CPI Training

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

Crisis Prevention Institute is one of the five ODE approved programs designed to support students with challenging behavior. CPI's evidence-based training incorporates person-centered and trauma-informed approaches, helping to create an effective impact across the school environment.

CPI includes multiple levels of prevention and intervention strategies for managing escalated behaviors. LBL ESD is providing a region-wide CPI training network, along with implementation coaching support from certified CPI trainers. This network includes training both in districts and at the ESD.

ESD staff manage all aspects of preparation and logistical support for this training network. Districts are responsible for covering the cost of training materials, while the scheduling, coordination, trainer certification, training delivery, and ongoing implementation support for this network are funded through the SEIA grant.

\*Pending continued grant fund.



# School Improvement Services

FUNDING  
**TIER 1**  
SERVICES



LBL home school registrar monitors and maintains records of enrollment for home school students and their parents residing in Linn, Benton, and Lincoln counties. LBL serves as a home school information resource for parents, students, schools, and districts. When a student is being homeschooled, parents must notify LBL of their intention to home school. Home school is education provided in the home by the parent or guardian. Home school parents have the full responsibility for their student's education, including all curriculum choices, record keeping, and testing compliance.

## Home School Registration and Enrollment Management

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

Enhancing education through collaboration



This service provides oversight and coordination of student and family support services including behavior consultants, family support liaisons, and home school. Additional services include MAC Survey, crisis response, grant exploration and coordination, and collaboration with youth serving agencies specifically addressing health and social services.

## SPSS/Student and Family Support Administration

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION



**LBI**

**TECHNOLOGY  
SUPPORT  
SERVICES**

**TIER 1**

# Technology Support Services

FUNDING  
**TIER 1**  
SERVICES



## Business Information System Services Support & Ivisions

PROGRAM  
**Business Services**

CONTACT  
**Rocco Luiere**

PROGRAM  
INFORMATION

LBLESD offers comprehensive support services for [Tyler Technology's Infinite Visions Business Information System](#), including Level 1 help desk assistance, acting as a liaison between Tyler Technologies and districts, hosting, system maintenance and configurations. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Governmental Account Standards Board (GASB) compliant, offering full Microsoft Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. Our staff ensures access to vital business information while managing system updates and troubleshooting issues. The Ivision modules covered by Tier 1 consist of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications.



# Technology Support Services

FUNDING  
**TIER 1**  
SERVICES



## Cyber Safety Service

PROGRAM  
**Technology and  
Information Services**

CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

LBLESD's comprehensive Cyber Safety services are designed to protect district assets and enhance security. We offer Security Studio risk assessments to evaluate vulnerabilities and create targeted mitigation roadmaps, along with Virtual and Regional CISO services that provide strategic guidance and localized support on threat mitigation and policy. Our proactive approach includes internal and external vulnerability scanning to identify potential threats, while key employee training programs empower staff to recognize and respond effectively to Cyber Safety risks. Additionally, we provide incident response planning and coordination to ensure a swift and effective reaction to any incidents that may arise.

## Enhancing education through collaboration



## Desktop Support for Tier 1 LBL Staff

PROGRAM  
**Technology and  
Information Services**

CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

Computer support technicians (desktop support) offer support to LBL Tier 1 Staff who are experiencing problems with their individual desktop computers or software. Assistance is provided to LBL Tier 1 Staff by answering questions and resolving technical problems related to computer equipment and software. They may install or update required hardware and software, and recommend computer products or equipment to improve Tier 1 support productivity.

# Technology Support Services



LBLESD manages network services, including overseeing internet access, firewall management, server infrastructure, and web access for Tier One services. By maintaining critical network infrastructure and providing device support, LBLESD ensures reliable and secure technology operations for Tier One services.

## Network Management

PROGRAM  
**Technology and Information Services**

CONTACT  
**Tim Jones**



### Enhancing education through collaboration



LBL provides comprehensive support for the Synergy Student Information System, offering services such as help desk assistance, training, hosting, and system maintenance. LBL handles system updates, troubleshooting, and customizations like creating new reports or modifying screens.

While LBL manages these higher-level functions, districts retain significant responsibilities for day-to-day operations. These include managing user accounts and permissions, deciding how to utilize software features, maintaining accurate and timely data entry, providing basic IT support to end users, and training staff on internal processes. This division of responsibilities ensures that districts have control over their data and operational decisions, while benefiting from LBL's technical expertise and system-wide support. The collaboration between LBLESD and districts aims to maximize the effectiveness of the Synergy system in meeting educational and administrative needs.

## Student Information System (SIS) Synergy

PROGRAM  
**Technology and Information Services**

CONTACT  
**Jennifer Kessel**





**LBI**

**ADMINISTRATIVE  
SERVICES**

**TIER 1**

68

# Administrative Services



LBL provides courier service for component districts for delivery of materials and correspondence throughout the region. This service is provided for each component district twice weekly during the school year and once weekly during summer breaks.

## Courier Services

PROGRAM  
**Facilities Services**  
CONTACT  
**Lisa McConnell**

PROGRAM  
INFORMATION



# Tier 2 Resolutions Services

Tier 2 services are designed to meet the specific needs of individual districts. While they aim to achieve economies of scale where possible, these services may also be unique to a particular district. Tier 2 services are selected by district superintendents and approved by the ESD superintendent.

Service selections and quantities should be made by May 1 where possible. Once the ESD commits to a district's approved Tier 2 service, that service cannot be canceled prior to the end of the following school year unless the ESD can exit all associated cost obligations. If the total cost of a district's Tier 2 service selections exceeds their funding allocation, the ESD will bill the district for the excess.

Prices for Tier 2 services are standardized where possible, though specific pricing may be necessary based on the nature of the service.

Districts may choose to allocate up to 50% of their annual Tier 2 funds, including carryforward balances, for services not provided by the ESD. These transits are only allowed for services not currently offered by the ESD. The LBLESD Superintendent may grant limited exceptions to allow transits involving ESD services where the ESD encounters barriers to providing that service but cannot exceed the total limitation on transit amounts.





**LBI**

**SPECIAL  
EDUCATION  
SERVICES**

**TIER 2**

71

# Special Education Services



## Augmentative and Alternative Communication Support (AAC)

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Purchasing additional AAC time allows districts to utilize AAC Specialists to provide direct instruction to students beyond the Tier 1 evaluation and systems support. It may also provide support to districts with needs larger than their Tier 1 allocation. Districts may also use Tier 2 or fee-for-service AAC Specialists to write funding reports to assist districts/families in obtaining insurance funding for AAC systems (e.g. eye gaze, limited mobility systems, mounting systems, etc.)

Since billing Medicaid for SLP services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by an AAC specialist or Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

### Enhancing education through collaboration



## Autism Consultation

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

The focus of Autism services provided through the Regional Inclusive Services (RIS) grant is on providing trainings and professional development to build capacity in school-based staff so they can better support students with autism. In addition, the RIS grant includes a limited number of hours that can be used for on-site coaching, attending specific IEP meetings and/or addressing individual students' needs related to autism.

If a district's need for autism support reaches beyond what is provided through the RIS grant, additional Autism Consultant time is available for purchase through this Tier 2 service. Ideas for utilizing Tier 2 Autism Consultant time include providing direct or indirect services to students with autism, on-site partnering with district staff on a more regular basis, training staff to work with individual students in their daily settings, developing and implementing individual data collection systems, classroom diagnostics, restructuring and resetting and/or providing support for students who demonstrate complex behavior needs.

# Special Education Services



Learning Consultants are licensed special education teachers available to provide technical assistance, coaching and support to districts in all areas of special education teaching and case management. Learning Consultants are available to coach and mentor newly or restricted licensed special education teachers, and can help with IEP development, creating manageable classroom systems, designing interventions, and collecting and reviewing data.

## Learning Consultants

PROGRAM  
**Special Education and Evaluation Services**

PROGRAM  
INFORMATION

CONTACT  
**Sonya Hart**

## Enhancing education through collaboration



Tier 1 OT services are based on a consultation service delivery model and are allocated according to the proportionate size of each district when compared to other component districts. Purchasing additional Occupational Therapy time allows districts to utilize OT support for students beyond the consultation services allotted through Tier 1.

## Occupational Therapy (OT)

PROGRAM  
**Cascade Regional Inclusive Services**

PROGRAM  
INFORMATION

CONTACT  
**Steve Martinelli**

This could include direct or indirect OT services to students who require this level of support in order to access their education. It could also provide OT consultation beyond the district's proportionate share of Tier 1 if the district's OT caseload is larger than its Tier 1 allocation.

Since billing Medicaid for OT services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by an OT or OT Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

# Special Education Services



## Physical Therapy (PT)

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Tier 1 PT services are based on a consultation service delivery model and are allocated according to the proportionate size of each district when compared to other component districts. Purchasing additional Physical Therapy time allows districts to utilize PT support for students beyond the consultation services allotted through Tier 1.

This could include direct or indirect PT services to students who require this level of support in order to access their education. It could also provide PT consultation beyond the district's proportionate share of Tier 1 if the district's PT caseload is larger than its Tier 1 allocation.

Since billing Medicaid for PT services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by a PT or PT Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

### Enhancing education through collaboration



## School Psychologists

PROGRAM  
**Special Education and  
Evaluation Services**

CONTACT  
**Sonya Hart**

PROGRAM  
INFORMATION

School psychologists provide evaluation and consultation services to component districts. Typically, they support district staff by assisting with special education evaluations, participating with Multi-Tiered Systems of Support (MTSS) and student assistance teams, and offering consultation in areas such as systems development, academic interventions, and behavioral support for both general education and special education students.

School psychologists bring expertise in student learning development, as well as intervention and support for all learners. They are valuable resources for teams, offering problem-solving assistance and helping to develop behavior plans for students who require additional support.

# Special Education Services



## Spanish Interpreter and Translation

PROGRAM  
**Special Education and Evaluation Services**

PROGRAM  
INFORMATION

CONTACT  
**Sonya Hart**

Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings related to special education are offered through Tier 1 services.

For school-related activities, meetings, and conferences unrelated to Special Education, districts can purchase additional Interpreter/Translation time. Districts can expect an exact translation of school-related materials for handout or publishing. Interpreters are available for in-person, virtual, or phone conversations and can assist with scheduling and events. They can provide side-by-side as well as simultaneous interpreting.



# Special Education Services



## Speech Language Pathologists (SLP)

PROGRAM  
**Special Education and Evaluation Services**

PROGRAM INFORMATION

CONTACT  
**Sonya Hart**

Speech Language Pathologists (SLPs) provide speech and language services through Tier 2 as a direct service for districts to address students with a speech/language need. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write.

SLPs may case manage students who are identified as eligible for Speech-Language Impairment (SLI) and serve on intervention teams to help determine appropriate next steps for students who may have speech and/or language difficulties. SLPs may work with students under all disability categories and provide services such as specially designed instruction, related services, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, and voice.

With a cost-sharing agreement in place between the District and LBL ESD, a Tier 2 SLP may be eligible to bill for Medicaid reimbursement.

### Enhancing education through collaboration



## Speech Language Pathologist Assistants (SLPA)

PROGRAM  
**Special Education and Evaluation Services**

PROGRAM INFORMATION

CONTACT  
**Sonya Hart**

Speech-Language Pathology Assistants (SLPAs) provide speech and language services through Tier 2 as a direct service to address the needs of students with a speech/language disability. The SLPA, working under the direct supervision of a qualified LBL or District supervising SLP, can serve students in all disability categories. This team may provide services under specially designed instruction (SDI), related services, and/or consultation.

With an agreement between the District and LBL ESD, a Tier 2 SLPA may be eligible to bill for Medicaid reimbursement.



**LBI**

SCHOOL  
IMPROVEMENT  
SERVICES

**TIER 2**

# School Improvement Services



## Behavior Consultation Services

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

Behavior consultants work closely with teachers and administrators to provide behavioral intervention for students in the classroom. Behavior consultants collaborate with educators to complete Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs). They provide specific student strategies to help students learn new behavior skills and coaching for staff on classroom structures and systems to support students in using prosocial behavior and emotional regulation. Behavior consultants can provide support for level 1 and level 2 student behavioral safety assessments and sexual incident response advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior. [LBL ESD Behavior Consultation Services Overview.](#)

Enhancing education through collaboration



## Family Support Services

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

Family Support Liaisons partner with students, families and school staff to provide support for accessing health and social services, navigating social service systems, and eliminating barriers. Family support liaisons offer a range of services that include, but are not limited to, accessing physical and mental health resources, case coordination, positive youth development opportunities, and education engagement. They also actively collaborate with local and regional youth serving agencies to coordinate an array of support services for the student and their family. [LBL ESD Family Support Services Overview.](#)



**LBI**

**TECHNOLOGY  
SUPPORT  
SERVICES**

**TIER 2**

# Technology Support Services

FUNDING  
**TIER 2**  
SERVICES



## Additional SIS Synergy Modules

PROGRAM  
**Technology and Information Services**

CONTACT  
**Jennifer Kessel**

PROGRAM  
INFORMATION



At LBLED, we offer a range of additional Synergy modules available for purchase, designed to elevate the educational experience and streamline district operations. Our dedicated team provides end-to-end implementation, configuration, support, and training for each module, ensuring that you maximize the potential of your investment.

Explore our diverse offerings, including:

- **Assessment:** Streamline student assessments with powerful tools that simplify data collection and analysis.
- **Athletics:** Manage athletic programs efficiently, from scheduling to tracking student participation.
- **GradeCam:** Enhance grading processes with intuitive scanning and grading solutions.
- **INSPECT+ Test Item Bank:** Access a comprehensive library of test items for effective assessment design.
- **Learning Management System (LMS):** Foster engaging online learning experiences for students and teachers.
- **Mastery Test Item Banks:** Choose from specialized banks for Math, ELA, Science, and Social Studies, ensuring comprehensive coverage of core subjects.
- **Video Conferencing:** Facilitate real-time communication and collaboration among educators and students.

With LBLED's expertise in implementation and ongoing support, your district can seamlessly integrate these modules into your existing Synergy platform, enhancing functionality and improving educational outcomes. Let us help you take your district's capabilities to the next level.



# Technology Support Services



## Data Integrations

PROGRAM  
**Technology and  
 Information Services**

CONTACT  
**Jennifer Kessel**

PROGRAM  
 INFORMATION

At LBLED, our Data Integration Services empower districts to seamlessly connect LBLED-hosted applications with a wide array of third-party vendors, transforming how they manage and utilize information. Our dedicated team provides end-to-end support, guiding you through every step of the integration process—from initial configuration and implementation to ongoing monitoring of data transmissions for utmost accuracy and reliability.

By choosing our services, districts can significantly enhance operational efficiency, ensuring that all systems work together in perfect harmony. This streamlined integration not only saves valuable time but also delivers timely access to crucial information, enabling informed decision-making and improved outcomes. Experience the difference with LBLED's Data Integration Services and watch your data work harder for you.



# Technology Support Services



## Engineering Support

PROGRAM  
**Technology and  
Information Services**

CONTACT  
**Tim Jones**

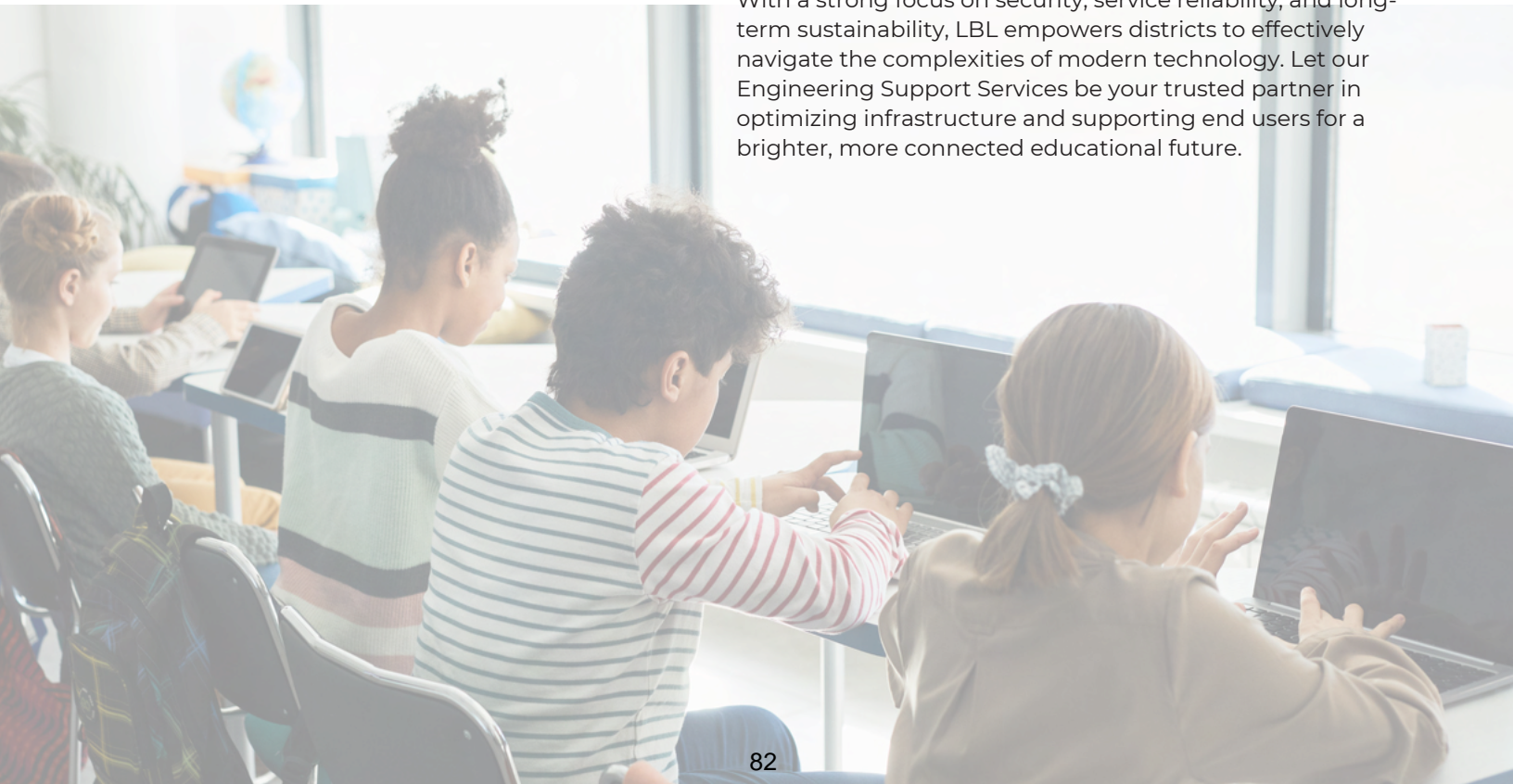
PROGRAM  
INFORMATION

Our Engineering Support Services provide comprehensive assistance for your district's local and wide area networks, focusing on robust system maintenance, implementation, and server infrastructure management. Our team of skilled technicians and engineers collaborates closely to troubleshoot issues, patch systems, and perform critical updates, ensuring that your technology remains secure and up to date.

We excel in configuring network devices and optimizing server infrastructure to enhance performance and reliability. Our expertise extends to maintaining and consulting on essential network equipment—including switches, routers, firewalls, and access points—while implementing best practices for application delivery and data storage.

In addition to our core services, we offer application and website hosting, data backups, and data center design and implementation, providing a holistic approach to your district's IT needs. Our commitment to systems updates and proactive configurations ensures that your technology environment is not only secure but also adaptable to evolving educational demands.

With a strong focus on security, service reliability, and long-term sustainability, LBL empowers districts to effectively navigate the complexities of modern technology. Let our Engineering Support Services be your trusted partner in optimizing infrastructure and supporting end users for a brighter, more connected educational future.



# Technology Support Services



The Ivision modules covered by Tier 1 consist of integrated financial, human resources, payroll, purchasing, warehouse, and fixed asset applications. Districts can purchase any other IV modules through Tier 2

## Infinite Visions Add Ons

PROGRAM  
**Business Services**  
CONTACT  
**Rocco Luiere**

PROGRAM  
INFORMATION

### Enhancing education through collaboration



Our Internet Access (ISP) Service provides districts with dependable, high-speed internet connectivity, ensuring uninterrupted access to vital online resources. Safeguarded by a state-of-the-art, high-availability firewall pair, our service prioritizes security without compromising performance.

## Internet Access

PROGRAM  
**Technology and Information Services**  
CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

All necessary network devices and infrastructure are securely housed and meticulously maintained within the LBL data center facility, equipped with cutting-edge cooling systems and emergency power capabilities. This unwavering commitment to security and reliability means that districts can confidently depend on consistent internet access to support their educational initiatives and enhance learning experiences. Elevate your district's connectivity and unlock limitless potential with LBLED's Internet Access Service.

# Technology Support Services



## Power School Sped Records Management

PROGRAM  
**Technology and Information Services**

CONTACT  
**Jennifer Kessel**

PROGRAM  
INFORMATION

LBL proudly offers a powerful, web-based Special Education Management System designed to empower educators in efficiently documenting every aspect of the special education process. Our system encompasses the entire journey—from pre-referral and referral to eligibility determination, Individual Education Program (IEP) development, progress reporting for parents, and IEP revisions.

In addition, it features essential tools such as private school Individualized Service Plan (ISP) forms and data tracking sheets, ensuring that all necessary documentation is easily accessible. With PowerSchool's extensive suite of reports, districts can effortlessly manage administrative and state reporting requirements, streamlining the process and saving valuable time.

Our system seamlessly integrates with your district's existing student information system, enabling specified data to flow smoothly between both platforms. Experience enhanced collaboration and improved outcomes for students with our Special Education Management System—your partner in fostering educational success.

### Enhancing education through collaboration



## Web Design and Maintenance

PROGRAM  
**Technology and Information Services**

CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

LBL provides innovative website development, hosting, and management solutions tailored to meet all of your district's web-related needs. Our websites feature responsive design, ensuring that content is optimized for any device, from desktops to smartphones. We prioritize accessibility, crafting websites and content that reach the widest audience while fully complying with state and federal web accessibility requirements.

With LBL's social media integration, districts can effortlessly share content across multiple platforms, including Facebook and Twitter, maximizing reach while saving valuable time. Additionally, we offer a user-friendly mobile app that allows parents, students, and staff to quickly access important website information, news, and resources. The app also enables push notifications, facilitating instant communication from school district officials—available for both Android and Apple devices.

Transform your district's online engagement and communication with LBL's web solutions, designed to enhance connectivity and keep your community informed.



**LBI**

**ADMINISTRATIVE  
SERVICES**

**TIER 2**

85

# Administrative Services



The business office serves component and non-component districts by offering services to support the many business functions of a district. Services included payroll, accounts payable, grants, and general transactional and state reporting support.

## Business Administration Services

PROGRAM  
**Business Services**

CONTACT  
**Rocco Luiere**

PROGRAM  
INFORMATION

### Enhancing education through collaboration



At LBL, we provide dedicated support for districts navigating the complexities of the E-rate Program, ensuring a seamless application process and full compliance with all program regulations. Our comprehensive services cover the entire lifecycle of the E-rate application—from the initial submission to meticulous funding tracking—designed to help you secure the maximum funding possible.

With our in-depth expertise, we empower schools and libraries to obtain vital funding for high-speed internet and telecommunications. We also keep you informed about the latest updates and changes to program rules, ensuring that you never miss an opportunity for financial support. Partner with LBL and unlock the funding potential your district needs to enhance connectivity and enrich educational experiences.

## E-rate Services

PROGRAM  
**Technology and Information Services**

CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

# Administrative Services



## Creative Services

PROGRAM  
**Business Services**

CONTACT  
**Nathan Rouzaud**

PROGRAM  
INFORMATION

LBL Creative Services provides innovative design, branding, and fundraising solutions that help districts, schools, and ESD programs communicate their stories, strengthen their identities, and generate meaningful community support.

Through this integrated service, LBLESD offers professional print and digital design, brand development, and fundraising campaign creation, all tailored to the unique needs of educational organizations.

Beyond creative design, LBL Creative Services leads mission-driven fundraising initiatives such as school spirit merchandise, community campaigns, and educational themed products.

By combining creativity, strategy, and purpose, LBL Creative Services helps schools and communities build pride, raise funds, and share their stories through high-quality, meaningful design.

## Enhancing education through collaboration



## Special Education Administration Services

PROGRAM  
**Special Education and Evaluation Services**

CONTACT  
**Autumn Belloni**

PROGRAM  
INFORMATION

This service is available to districts who require a licensed special education administrator to support their district. Services may include administrative functions of planning and managing special education programs, staffing and budgeting, supervision of staff, compliance review, professional development, state reporting, and consultation.



**LBI**

**OTHER GRANTS  
& CONTRACTS**

**GRANTS**



### EI/ECSE Grant

PROGRAM

**Early Intervention/Early  
Childhood Special Education**

CONTACT

**Autumn Belloni**

PROGRAM  
INFORMATION

Early Intervention/Early Childhood Special Education (EI/ECSE) services are provided through a grant awarded by the Oregon Department of Education to support eligible children, birth to five years old. These services are delivered by a team of professionals, including developmental specialists, speech-language pathologists, inclusion specialists, instructional assistants, and regional staff.

EI/ECSE staff work closely with families and young children who have developmental delays or disabilities, offering consultation and instruction in a variety of settings through an Individualized Family Service Plan (IFSP). The primary focus of Oregon's EI program is to build the family's capacity to support the special needs of their young child.

EI services are available for children from birth to three years who have developmental delays in areas such as cognitive, physical, communication, self-help, or social skills. Services are also provided to children with medically diagnosed conditions that are likely to result in developmental delays later in life. Most EI interventions are offered within the child's natural environment—integrating into everyday routines, activities, and places.

For children aged three to kindergarten entry, ECSE services are available for those who qualify due to a developmental delay or categorical disability. Children in ECSE typically have disabilities that significantly affect their developmental progress and their ability to access education. These services are provided in community preschools, childcare facilities, and structured classrooms, and are tailored to each child's unique special education needs.

The focus of the ECSE program is to teach the child the necessary skills to address developmental delays, prepare them for school, and incorporate intervention strategies into their daily routines.



### Regional Inclusive Services Grant

#### Cascade Regional Inclusive Services

CONTACT  
**Autumn Belloni**

PROGRAM INFORMATION

Regional Inclusive Services are funded through a grant awarded by the Oregon Department of Education. This grant enables LBL ESD to collaborate with local school districts, Early Intervention, Early Childhood Special Education (EI/ECSE) programs, families, and community agencies to provide specialized educational support for children with low-incidence disabilities.

These disabilities include autism, deaf/hard of hearing, deafness, blindness/visual impairment, orthopedic impairment, and traumatic brain injury. These conditions occur at such a low rate in the general population that it would be challenging for individual districts to provide the full range of services these students require.

While the primary responsibility for each child always remains with the local school district, Regional Inclusive Services offer a range of support for students who meet eligibility criteria. The specific services provided by Regional Inclusive Services staff vary depending on the disability category and are governed by the terms of the grant itself.

Services provided may include Specially Designed Instruction, Related Services, Supports to School Personnel, and/or Accommodations/Modifications. These services are implemented for each individual child or student in various settings through an Individualized Family Service Plan (IFSP) for children ages birth through 5, or an Individualized Education Program (IEP) for students in Kindergarten through age 21.





### Long Term Care and Treatment Grant

PROGRAM

**Long Term Care and Treatment**

CONTACT

**Nancy Griffith**

PROGRAM INFORMATION

The Long Term Care and Treatment (LTCT) contract from the Oregon Department of Education (ODE) funds educational services for children and youth in residential and day treatment facilities across several specialized schools. These programs serve students with significant emotional and behavioral needs in collaboration with mental health providers.

#### Farm Home School

Located at the Trillium Family Services Corvallis Campus, this school serves middle to high school students in both residential and day treatment, focusing on mental health services provided by Trillium Family Services.

#### Wake Robin School

This program operates on the same campus as the The Farm Home School, offering transitional educational services through ODE. It serves K-12 students, with Trillium providing mental health care and LBL ESD delivering educational support.

#### Old Mill Center Classroom

Based at the Old Mill Center for Children and Families in Corvallis, this day treatment program offers education primarily to younger students (K-2), with mental health services from Old Mill.

Each program aims to support students academically while addressing complex emotional and behavioral challenges through specialized education and treatment partnerships.





These support services are coordinated through the Strategic Partnerships for Student Success Program. Our team of implementation coaches focus on building capacity with districts for equitable systems to better meet the instructional and social, emotional and behavioral (SEB) health needs of their students, staff and families. We collaborate with educators to build their instructional and SEB practices and systems through the use of data and strategies integral to improvement science. We also coach educators to transform instructional and SEB knowledge into practices to implement with students, staff and families.

## Capacity Building Implementation Support Services

PROGRAM

**Strategic Partnerships for Student Success**

CONTACT

**Nancy Griffith**

PROGRAM INFORMATION

### Our Capacity Building Implementation Support Services include:

- Facilitating needs assessment focusing on implementation readiness, progress monitoring and program evaluation for existing and/or new instructional or SEB systems and practices.
- Leveraging partnerships with local, regional, state and national organizations to communicate the latest information in regard to instructional and SEB curriculum, initiatives and grants, and professional development.
- Sharing critical information updates on the latest research and trends related to evidence-based or field-tested practices and programs for instructional and SEB systems including easy-to-implement strategies to share with school leaders and staff.
- Convening collaboration and learning opportunities for school and district staff to support the ongoing implementation of instructional and SEB systems.
- Training and coaching district and school leaders through professional learning opportunities with customized follow-up support to guide the implementation process of instructional and SEB systems.
- Providing implementation technical assistance for existing and/or new instructional and SEB systems in schools and districts as well as supporting adaptations to these systems to implement in a variety of learning environments.

Each biennium the SPSS Program and ESD leadership will collaborate with district Superintendents to complete a needs assessment process that is informed by regional district data related to their SIA/Integrated Program Plans. This process includes convening an advisory workgroup of Superintendents and SPSS coaching staff to review regional data, assess current needs, prioritize focus areas, and recommend an array of best-practice strategies that can be used to support the implementation of instructional or SEB systems and practices. This information will inform the ESD's Statewide Education Initiatives Account Grant (SEIA) application along with the sourcing of other regional or state opportunities to help fund and/or deliver these capacity building implementation support services. **Link to current SEIA Grant Plan.**

# Grants and Contracts



## The Statewide Education Initiatives Account Grant (SEIA) from ODE

PROGRAM

**Strategic Partnerships for Student Success**

CONTACT

**Nancy Griffith**

PROGRAM  
INFORMATION

The Statewide Education Initiatives Account Grant (SEIA) provides support to districts in the implementation of their Student Investment Account (SIA)-Integrated Program plans. Our Student Success Integration Liaisons work directly with districts to assist in the development and implementation of these plans. They also collaborate closely with the Oregon Department of Education (ODE) to ensure districts have the necessary information and support to complete the required reporting for their plans.

In addition, the Improvement & Engagement Liaisons support district and school teams with the implementation of the High School Success and Every Day Matters initiative requirements. These liaisons play a key role in guiding districts and schools to meet the goals of these initiatives.

All of the liaisons provide coaching and technical assistance to district and school leaders, focusing on best practices for data-driven decision-making and continuous improvement processes.

### Enhancing education through collaboration



## School Safety and Prevention Systems Grant (SSPS) from ODE

PROGRAM

**Strategic Partnerships for Student Success**

CONTACT

**Nancy Griffith**

PROGRAM  
INFORMATION

The Strategic Partnerships for Student Success Program is creating a coordinated regional Behavioral Safety Framework. This framework focuses on the development of services and support for safety assessment processes (BSTAT/SIRC), suicide prevention, intervention, and postvention plans (Adi's Act), bullying and harassment prevention, and crisis response protocols within districts.

This work is funded by the School Safety and Prevention Systems Grant from the Oregon Department of Education (ODE). It includes expanded opportunities for training, technical assistance, and coaching provided by Education Service District (ESD) staff and regional/state partners in these critical areas of behavioral safety.

# Grants and Contracts



## Grow Your Own Grant (GYO) from the EAC

PROGRAM  
**Strategic Partnerships for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

The LBL ESD Grow Your Own (GYO) Grant is funded by the Educator Advancement Council (EAC) and coordinated through the Strategic Partnerships for Student Success Program. This grant supports both new and existing GYO initiatives within our twelve districts.

The vision for this project is to combine direct support for educator recruitment with the creation of a regional collaborative structure. This two-pronged approach includes a Regional GYO Navigator and the Regional GYO Work Group.

Funding will be provided to support educators in high-need areas, as identified through the work group's data-driven process. The Regional GYO Work Group has developed and is now implementing a plan to distribute scholarships and reduce barriers to obtaining licensure for educators.

### Enhancing education through collaboration



## Instructional Mentor Program Collaboration with WREN

PROGRAM  
**Strategic Partnerships for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

The Instructional Mentor Program Collaboration is funded through a combination of funds from the ESD's SEIA Grant and WREN (Western Regional Educators Network), and it is coordinated through the Strategic Partnerships for Student Success Program.

The goal of the Instructional Mentor Program is to provide the tools, resources, and training necessary to support mentors at the highest level, ensuring they are equipped to help their mentees successfully launch their careers. The collaborative nature of this program allows mentors to gain professional knowledge not only through training and resources but also through the expertise of other mentors in the region. A key focus of the program is supporting the social and emotional well-being of educators at its core.

In response to feedback from both mentors and new teachers, and with the goal of helping novice educators grow in their professional practices, this program also offers ongoing professional development. This includes training on behavior management, as well as strategies for creating a positive classroom climate, establishing routines, and implementing effective structures.

# Grants and Contracts



## Family Support Fund Grants

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

The Family Support Fund Grants are coordinated through the Strategic Partnerships for Student Success Program. Over the years, LBL ESD has partnered with local, regional, and state organizations to secure funding resources that meet the needs of the students and families they serve.

The urgent needs of these students and families require access to an agile and flexible funding source, providing ESD-based staff members with an efficient and effective way to address those needs in a timely manner. Each support person works diligently to explore other funding options before utilizing these ESD-specific resources.

These funding streams are not intended to replace or supplant funds traditionally provided through other sources. However, when needs are inadequately funded or when the timing is urgent, these funds may be used to address gaps in support.

### Enhancing education through collaboration



## IHN-CCO Agile Fund Grant

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

This grant flows through the IHN-CCO System of Care from the Oregon Health Authority. It is delivered through a partnership with LBL ESD and the regional System of Care Executive Council. These funds are designed to meet immediate and urgent needs of the students and family supported through our local system of care. Students and families actively engaged with ESD-delivered Family or Behavioral Supports in a school district can be eligible to receive these funds.

# Grants and Contracts



## Integrated Community Partner Grant

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

The Integrated Community Partner grant funding is managed by Jackson Street Youth Services. This grant provides an annual discount on the cost of contracting Family Support Services through the ESD for school districts with an emphasis on small rural districts. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

Enhancing education through collaboration



## Juvenile Crime Prevention Grant

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

The Juvenile Crime Prevention (JCP) grant funding is managed by the Linn County Juvenile Department. This grant provides an annual discount on the cost of contracting Family Support Services through the ESD for Linn County school districts. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

# Grants and Contracts



The MAC-Medicaid Support Services are coordinated through the Strategic Partnerships for Student Success Program. With support from the Oregon Health Authority (OHA), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with OHA to generate cost pools, process match payments and resolve questions. LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to support the Medicaid-MAC Specialist that delivers this support service to districts.

## Medicaid Billing Support Services

PROGRAM  
**Strategic Partnerships for Student Success**

PROGRAM  
INFORMATION

CONTACT  
**Nancy Griffith**  
**Liz Wallace**





**LBI**



# DISTRICT SUMMARY

# Our 12 Districts



Alesia School District



Central Linn School District



Corvallis School District



Greater Albany Public Schools



Harrisburg School District



Lebanon Community School District



Lincoln County School District



Monroe School District



Philomath School District



Santiam Canyon School District



Scio School District



Sweet Home School District



# LBL

LINN BENTON LINCOLN  
EDUCATION SERVICE DISTRICT

905 SE 4th Ave. Albany, Oregon  
541-812-2600 [www.lblesd.k12.or.us](http://www.lblesd.k12.or.us)

6. Communications.
  - a. Written
  - b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
  - c. Recognition
    1. Kacey Baxter - Regional Teacher of the Year

# CONGRATULATIONS KACEY BAXTER



**2025/26 OREGON REGIONAL TEACHER OF THE YEAR!!!**

## 2. Michelle Cottrell - State Librarian of the Year

# CONGRATULATIONS MICHELLE COTTRELL



2025 OREGON ASSOCIATION OF SCHOOL LIBRARIES  
DISTRICT TEACHER-LIBRARIAN OF THE YEAR!!!

- d. LCEA Report
- 7. Consultant Reports/Staff Reports/Student Reports
  - a. Area Report - Sam Case

December 9, 2025



# Sam Case Elementary **BOARD REPORT**



# GOALS



## Attendance

**Sam Case Elementary will increase attendance of regular attenders by 5% each year or reach and maintain 90%, which will be measured by 90% of the students attending 90% of the time.**



## Graduation

**By May 2026, 80% of students in third through fifth grade will demonstrate at or above typical growth based on their Acadience Pathways of Progress.**





# ATTENDANCE

**\*76.1%**

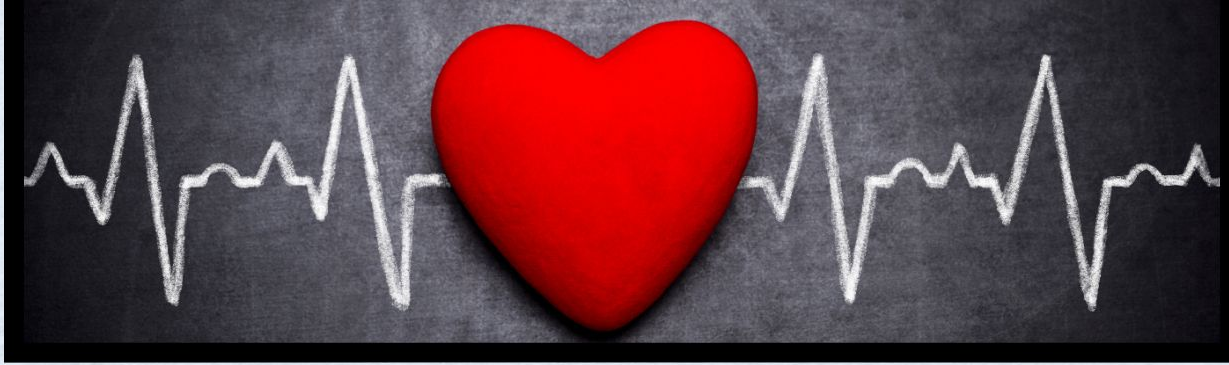
**November 2025**

**73.5%**

**2024-2025**

**71.5%**

**2023-2024**



# LITERACY IS FREEDOM

**At/Above  
Benchmark  
75% AP**

**Below  
Benchmark  
60% AP**

**Current Status:  
68%: Adequate Progress<sup>108</sup>**



# NEXT STEPS



## Teacher Leadership & Collaboration

- Job Embedded Professional Development
- Inquiry Model: Learning Walks



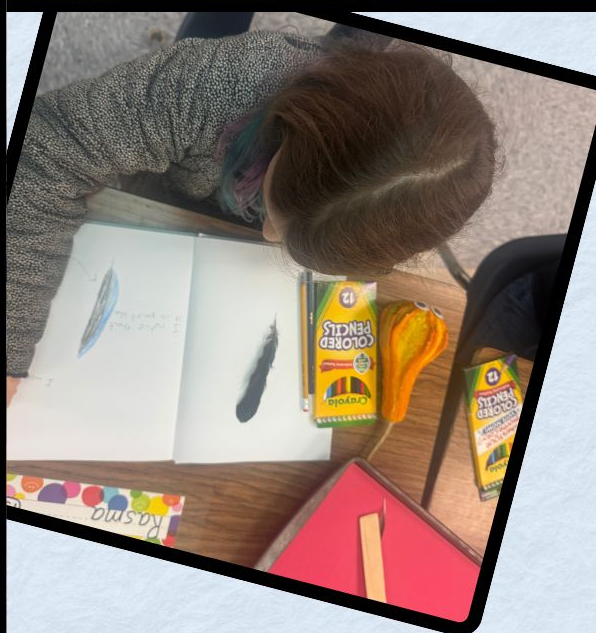
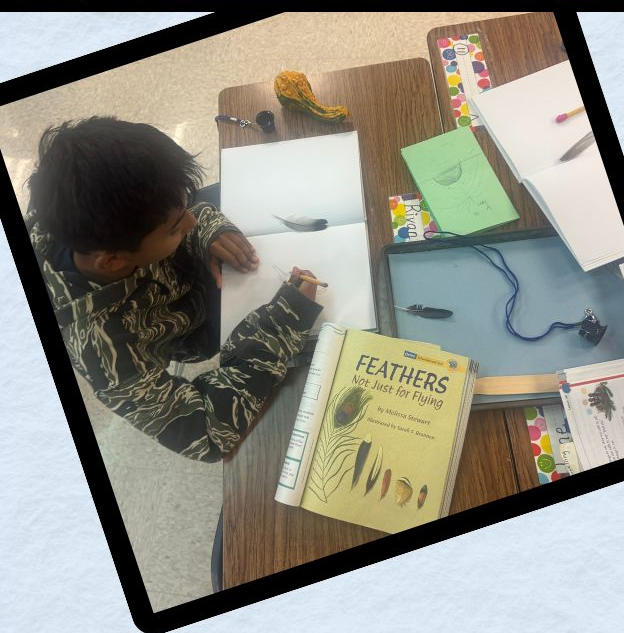
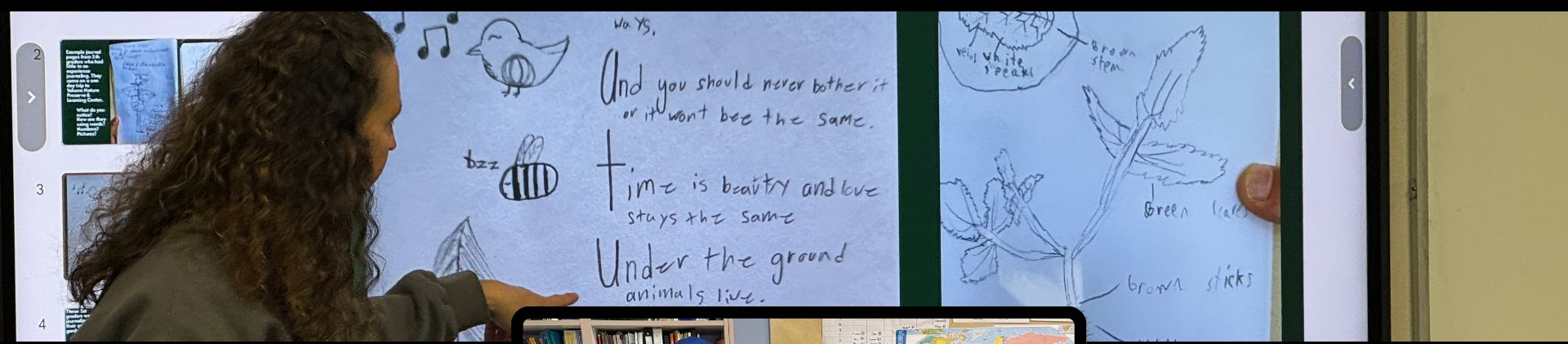
## Explicit Instruction & Student Agency

- High Effect Strategies
- Student Goal Setting
- Intellectual Engagement



## Data Driven PLCs

- MTSS-R Cycles
- Focused Data Analysis
- Targeted Instruction w/ Intensification
- Flexible Groupings



- b. Financial Report.
  - 1. Information on Auditor's Annual Financial Report
  - 2. Monthly Financial Report

**General Fund Revenue & Expenditure Summary (Unaudited)**

Fiscal Year 2025-26

Year To Date Transactions as of November 30, 2025 - UNAUDITED

	Period 1 Actual July '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Actual Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected March '26	Period 10 Projected April '26	Period 11 Projected May '26	Period 12 Projected June '26	Period 13 Projected July '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	YTD Diff Budget vs. Projected	% of Budget
<b>REVENUES</b>																		
LOCAL SOURCES:																		
Current year's levy					37,845,135	4,332,085	582,030	293,570	1,139,930	165,252	173,936	1,180,286	512,633	46,224,858 *	46,319,020	37,845,135	(94,162)	82%
Prior years' taxes		171,229	139,791	86,762	61,844	96,091	35,009	36,348	60,119		36,228	108,326	26,528	858,274 *	805,000	459,626	53,274	57%
Interest on Investments	90,611	92,604	86,620	76,655	101,808	113,054	95,836	86,701	81,665	60,400	63,910	94,442	30,061	1,074,367	805,515	448,298	268,852	56%
Fees Charged to Grants				16,972	26,917	15,912	35,628	22,862	28,694	42,995	26,897	143,396	76,979	437,251	439,247	43,888	(1,996)	10%
Rentals							2,121			1,273		1,869	496	5,758	10,000	-	(4,242)	0%
Contributions														0		-	-	#DIV/0!
Other Local Income	25,383	(10,706)	689	29,289	99,993	96,989	78,640	43,783	79,833	88,556	105,884	130,580	359,596	1,128,510	1,169,587	144,648	(41,077)	12%
INTERMEDIATE SOURCES:																		
ESD - Severe Disab Support								123,000					123,000	246,000	246,000	-	-	0%
County School Fund					217,014		-						180,125	397,139 *	300,000	217,014	97,139	72%
Other, Hvy Eq Rent Tax, etc		1,250			78									1,328		1,328	1,328	#DIV/0!
STATE SOURCES:																		
SSF- Current Year	3,696,772	1,847,277	1,847,277	1,844,295	1,844,295	1,844,295	1,844,295	1,963,206	1,963,206	1,963,206	1,963,206			22,621,330	22,621,328	11,079,916	2	49%
SSF- Prior Year														0		-	-	#DIV/0!
Common School Fund								102,784	147,959	113,457			136,070	500,270 *	658,590	-	(158,320)	0%
State Timber					347,013	-	51,665		68,879				111,524	624,442 *	500,000	347,013	124,442	69%
Unrstd Grants, HCD, Wildfire					-	57,705			726	2,687	52,575	38,914	47,393	200,000	200,000	-	0	0%
FEDERAL SOURCES:																		
Federal Forest Fees														0		-	-	#DIV/0!
Foster Care Transp Reimb													50,000	50,000	50,000	-	-	0%
OTHER RESOURCES:																		
Interfund Transfer														0		-	-	#DIV/0!
Sale of Assets/Ins Proceeds				597										597		597	597	#DIV/0!
Beginning Fund Balance	15,192,860													15,192,860	13,924,568	15,192,860	1,268,292	109%
<b>Total Monthly Revenues</b>	<b>19,005,627</b>	<b>2,101,654</b>	<b>2,074,974</b>	<b>2,053,973</b>	<b>40,544,097</b>	<b>6,556,131</b>	<b>2,848,224</b>	<b>2,549,253</b>	<b>3,571,012</b>	<b>2,437,825</b>	<b>2,422,636</b>	<b>2,112,462</b>	<b>1,285,117</b>	<b>89,562,984</b>	<b>88,048,855</b>	<b>65,780,324</b>	<b>1,514,129</b>	<b>75%</b>
<b>CUMULATIVE RESOURCES</b>	<b>19,005,627</b>	<b>21,107,281</b>	<b>23,182,254</b>	<b>25,236,227</b>	<b>65,780,324</b>	<b>72,336,455</b>	<b>75,184,679</b>	<b>77,733,932</b>	<b>81,304,944</b>	<b>83,742,769</b>	<b>86,165,405</b>	<b>88,277,868</b>	<b>89,562,984</b>					

<b>EXPENDITURES</b>																		
Salaries (100)	588,666	779,588	2,891,098	2,982,315	3,153,627	2,955,381	2,913,103	3,029,685	2,921,568	2,872,430	3,071,529	7,071,825		35,230,815	35,239,168	10,395,293	(8,353)	29%
Employee benefits (200)	248,053	329,273	1,359,103	1,503,744	1,413,439	1,541,634	1,539,259	1,561,806	1,553,336	1,552,980	1,598,304	3,900,970		18,101,901	18,640,916	4,853,613	(539,015)	26%
Purchased services (300)	1,318,821	905,005	1,143,470	1,913,800	1,670,961	2,143,977	1,691,000	1,601,584	1,662,467	1,722,361	2,096,199	2,033,350	580,091	20,483,087	19,916,806	6,952,058	566,281	35%
Supplies (400)	102,433	204,326	281,184	123,145	83,318	136,605	107,849	100,668	88,951	161,260	184,751	274,066	205,885	2,054,441	2,114,981	794,406	(60,540)	38%
Capital outlay (500)					0	1,774		4,983	3,759	24,509	24,132	36,486	9,830	105,474	204,580	-	(99,106)	0%
Insurance/Other (600)	1,204,466	4,428	33,646	35,418	1,723	16,865	13,796	5,446	6,134	9,732	41,954	28,605	31,166	1,433,377	1,387,759	1,279,681	45,618	92%
Interfund Transfers (700)						250,441			532,420	148,410	322,173	91,754		1,345,198	1,345,198	-	-	0%
Contingency (800)														0	3,750,000	-	(3,750,000)	0%
Unappropriated Funds (800)														0	5,449,457	-	(5,449,457)	0%
<b>Total Monthly Expenditures</b>	<b>3,462,439</b>	<b>2,222,621</b>	<b>5,708,501</b>	<b>6,558,421</b>	<b>6,323,068</b>	<b>7,046,679</b>	<b>6,265,007</b>	<b>6,304,171</b>	<b>6,768,635</b>	<b>6,491,681</b>	<b>7,339,040</b>	<b>13,437,057</b>	<b>826,972</b>	<b>78,754,293</b>	<b>88,048,865</b>	<b>24,275,051</b>	<b>(9,294,572)</b>	<b>28%</b>
<b>CUMULATIVE EXPENDITURES</b>	<b>3,462,439</b>	<b>5,685,060</b>	<b>11,393,561</b>	<b>17,951,983</b>	<b>24,275,051</b>	<b>31,321,730</b>	<b>37,586,737</b>	<b>43,890,908</b>	<b>50,659,543</b>	<b>57,151,224</b>	<b>64,490,264</b>	<b>77,927,321</b>	<b>78,754,293</b>					
<b>Month-end Fund Balance</b>	<b>15,543,188</b>	<b>15,422,221</b>	<b>11,788,693</b>	<b>7,284,244</b>	<b>41,505,273</b>	<b>41,014,725</b>	<b>37,597,942</b>	<b>33,843,024</b>	<b>30,645,401</b>	<b>26,591,545</b>	<b>21,675,141</b>	<b>10,350,546</b>	<b>10,808,691</b>	<b>10,808,691</b>				<b>41,505,273</b>

**Revenue Assumptions:**

Projection amounts based on Adopted Budget and avg % received during same time period over past 8 years

Amounts adjusted in future periods to account for earlier receipt

All Projections from Dec - July Updated at 12-4-25.

\* Local Revenue - Projected **48,604,983**

Local Revenue included in 3/3/25 SSF Estimate 48,582,610

Estimated 2024/25 SSF Adjustment (May 2026)

(22,373) Depends on Actual Local Revenue at Yr End

Anticipated Ending Fund Balance **10,786,318**

Less Unappropriated Ending Fund Balance (7% Required) & Contingency (9,199,457)

Less Estimated Building Ending Fund Balance for use in 2025-26 (1,000,228)

**Excess Ending Fund Balance 586,633**

**Expenditure Assumptions:**

Projection amounts based on Adopted Budget and avg % expended during same time period over past 8 years

Amounts adjusted due to correcting \$209,725 F/M staff wages & benefits to bond fund for bond projects.

All Projections from Dec - July Updated at 12-4-25

	Monthly ADMr - Prior Years						Monthly ADMr	YTD ADMr	Yr to Yr Diff	Budgeted	YTD Diff
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26			
	5,567.9	4,892.4	5,163.5	5,095.5	4,959.1	4,775.6	4,641.8	4,641.8	(133.8)	4,536.5	105.3
	5,586.5	4,945.8	5,189.8	5,111.6	4,984.2	4,767.7	4,643.9	4,641.6	(123.8)		105.1
	5,596.7	4,968.0	5,191.8	5,109.0	4,974.9	4,757.7	4,626.9	4,624.2	(130.8)		87.7
	5,585.9	5,089.1	5,192.9	5,098.5	4,961.0	4,746.6					
	5,577.6	5,054.0	5,184.1	5,095.4	4,945.4	4,726.8					
	<b>5,569.1</b>	5,052.3	5,180.8	5,103.0	4,935.4	4,716.6					
COVID-19		5,048.6	5,170.4	5,101.0	4,911.4	4,709.8					
ADM Frozen		5,048.6	5,167.2	5,097.6	4,872.3	4,700.5					
2nd Qtr (Dec)		5,049.0	5,157.0	5,093.8	4,859.1	4,690.4					
		5,090.2	5,122.6	5,007.0	4,833.5	4,618.9					
		5,090.2	5,122.6	5,072.2	4,916.2	4,687.2					

**Lincoln County School District**  
**2025-26 Monthly Comparison - General Fund Projected to Actual**  
**November 2025**

REVENUES	Updated 12/4/25 Projected**	Actual	Actual Compared to Projected	Comments
<b>LOCAL SOURCES:</b>				
Current year's levy	35,068,196	37,845,135	2,776,939	* Likely timing differences
Prior years' taxes	57,365	61,844	4,479	*
Interest on Investments	43,024	101,808	58,784	Varies based on expense/timing
Fees Charged to Grants	16,519	26,917	10,398	
Rentals	2,120		(2,120)	
Contributions			-	
Other Local Income	61,843	99,993	38,150	
<b>INTERMEDIATE SOURCES:</b>				
ESD - Severe Disability Support			-	* Timing diff - Proj for January
County School Fund		217,014	217,014	
Other, Hvy Eq Rent Tax, etc		78	78	
<b>STATE SOURCES:</b>				
SSF- Current Year	1,916,714	1,844,295	(72,419)	*
SSF- Prior Year			-	*
Common School Fund			-	*
State Timber	125,282	347,013	221,731	*
Unrestricted Grants	57,705		(57,705)	*
<b>FEDERAL SOURCES:</b>				
Federal Forest Fees			-	
Foster Care Transport Reimb			-	
<b>OTHER RESOURCES:</b>				
Interfund Transfer			-	
Sale of Assets/Ins Proceeds			-	
Beginning Fund Balance			-	
<b>Total Monthly Revenue</b>	<b>37,348,768</b>	<b>40,544,097</b>	<b>3,195,329</b>	
<b>EXPENDITURES</b>				
Salaries (100)	3,090,506	3,153,627	63,121	Add'l 2% Licensed COLA
Employee benefits (200)	1,593,784	1,413,439	(180,345)	
Purchased services (300)	1,383,121	1,670,961	287,841	
Supplies (400)	148,614	83,318	(65,296)	
Capital outlay (500)	22,331		(22,331)	
Insurance/Other (600)	29,990	1,723	(28,268)	
Interfund Transfers (700)			-	
Contingency (800)				
Unappropriated Funds (800)				
<b>Total Monthly Expenditures</b>	<b>6,268,347</b>	<b>6,323,068</b>	<b>54,722</b>	

\*Indicates SSF formula revenue -- excesses are returned to the State

\*\* Projections based on budget and average % received/expended during same time period over past 7 years. Updated 12/4/25

**Lincoln County School District**  
**2025-26 General Fund - Purchased Services Monthly Comparison**  
**November 2025**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs	400	988	29,919		73,764	62,803							167,874
Cleaning Services	195,560	195,560	195,560		195,560	195,560							977,802
Repairs & Maint	45,180	59,774	28,638		24,319	10,191							168,101
Rentals	1,615	29,368	1,615		8,440	2,403							43,442
Utilities	134	36,667	115,382		120,757	137,600							410,540
Transportation	77	3,668	199,468	B	874,441	681,519							1,759,174
Travel	1,862	7,149	756		4,138	8,368							22,274
Telephone		8,522	4,330		12,695	4,688							30,235
Postage	2,042	1,529	3,515		3,879	2,176							13,142
Advertising	115	15											130
Printing & Binding	4,147	4,956	15,655		12,375	10,503							47,637
Data Lines		390	300		492	195							1,377
Charter School Pmts	1,027,152	513,577	513,577		513,577	513,577							3,081,460
Tuition		33,166	33,166		32,096	33,166							131,593
Audit Services					15,000								15,000
Legal Services		300	1,476		19,976	6,974							28,725
Architect/Engr Svcs					1,065	400							1,465
Neg/Labor Consltg													-
Managemnt Svcs													-
Data/Tech Svcs													-
Election Services													-
Other Gen Prof Svcs	40,537	9,375	112		1,227	838							52,089
<b>Total</b>	<b>1,318,821</b>	<b>905,005</b>	<b>1,143,470</b>		<b>1,913,800</b>	<b>1,670,961</b>	-	-	-	-	-	-	<b>6,952,058</b>

**For Reference Only:**

Less Transportation	(77)	(3,668)	(199,468)		(874,441)	(681,519)	-	-	-	-	-	-	-
Charter Sch Pmts	(1,027,152)	(513,577)	(513,577)		(513,577)	(513,577)	-	-	-	-	-	-	-

<b>Purchased Services</b>	<b>291,593</b>	<b>387,760</b>	<b>430,425</b>		<b>525,782</b>	<b>475,865</b>	-	-	-	-	-	-	<b>A</b>
---------------------------	----------------	----------------	----------------	--	----------------	----------------	---	---	---	---	---	---	----------

**Notes:**

A: Removing Transportation & Charter Payments with their irregular payment patterns from the totals smooths the monthly totals for comparison purposes. For Reference Only.

B: Includes July - Sept Invoices with Fixed Costs

**LINCOLN COUNTY SCHOOL DISTRICT**

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
<b>Special Revenues &amp; Grants (200-285 &amp; 900-994)</b>				
Revenues:				
Local	2,644,752		764,821	1,879,931
Intermediate				
State	4,745,548		332,115	4,413,433
Federal	8,268,610		1,058,294	7,210,316
Beg. Fund Balance *	2,946,543		2,830,894	115,649
<b>Total Revenues</b>	<b>18,605,453</b>		<b>4,986,124</b>	<b>13,619,329</b>
Expenditures:				
Instruction	5,520,029	2,369,269	974,945	2,175,815
Support Services	8,384,819	1,294,926	1,278,818	5,811,075
Enterprise	851,021	98,891	116,813	635,317
Facilities Acq & Const	3,849,584	96,580	147	3,752,857
End Fund Bal/Tfrs				0
<b>Total Expenditures</b>	<b>18,605,453</b>	<b>3,859,666</b>	<b>2,370,723</b>	<b>12,375,064</b>
<b>Fund Balance</b>			<b>2,615,401</b> ***	
<b>Indigenous Peoples (286)</b>				
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	86,279		186,279	(100,000)
<b>Total Revenues</b>	<b>86,279</b>	<b>0</b>	<b>186,279</b>	<b>(100,000)</b>
Expenditures:				
Instruction	86,279	9,501		76,778
Support Services				0
End Fund Balance				0
<b>Total Expenditures</b>	<b>86,279</b>	<b>9,501</b>	<b>0</b>	<b>76,778</b>
<b>Fund Balance</b>				<b>186,279</b>
Less Encumbered				9,501
<b>Available for Expenditure</b>				<b>176,778</b>
<b>Musical Instruments (287)</b>				
Revenues:				
Transfers				0
Beg. Fund Balance*	433,661		533,656	(99,995)
<b>Total Revenues</b>	<b>433,661</b>		<b>533,656</b>	<b>(99,995)</b>
Expenditures:				
Instruction	393,000			393,000
Support Services	40,661			40,661
End Fund Balance				0
<b>Total Expenditures</b>	<b>433,661</b>	<b>0</b>	<b>0</b>	<b>433,661</b>
<b>Fund Balance</b>				<b>533,656</b>
Less Encumbered				0
<b>Available for Expenditure</b>				<b>533,656</b>

**2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of November 30, 2025 - UNAUDITED**

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
<b>Pre-School Promise (288)</b>				
Revenues:				
State	563,400		86,614	476,786
Beg. Fund Balance*			0	0
<b>Total Revenues</b>	<b>563,400</b>		<b>86,614</b>	<b>476,786</b>
Expenditures:				
Instruction	525,968	320,698	114,713	90,557
Support Services	50,996	36,844	12,428	1,724
Enterprise	19,116			19,116
Facilities Acq & Const				
End Fund Balance				
<b>Total Expenditures</b>	<b>596,080</b>	<b>357,542</b>	<b>127,141</b>	<b>111,397</b>
<b>Fund Balance</b>			<b>(40,527)</b> ***	
<b>Student Investment Account (289/989)</b>				
Revenues:				
State	5,037,550		1,421,228	3,616,321
Beg. Fund Balance*				0
<b>Total Revenues</b>	<b>5,037,550</b>		<b>1,421,228</b>	<b>3,616,321</b>
Expenditures:				
Instruction	2,541,627	1,632,744	578,310	330,573
Support Services	2,231,186	1,698,129	543,892	(10,834)
Enterprise	264,736	643	245,160	18,933
Facilities Acq & Const				0
End Fund Balance				
<b>Total Expenditures</b>	<b>5,037,550</b>	<b>3,331,516</b>	<b>1,367,362</b>	<b>338,671</b>
<b>Fund Balance</b>			<b>53,867</b> ***	
<b>Curriculum (290)</b>				
Revenues:				
Local	80,000		85,329	(5,329)
Transfers	500,000			500,000
Beg. Fund Balance*	5,440,952		4,908,824	532,128
<b>Total Revenues</b>	<b>6,020,952</b>		<b>4,994,153</b>	<b>1,026,799</b>
Expenditures:				
Instruction	1,098,000	14,933	565,466	517,601
Support Services				0
Contingency	4,922,952			4,922,952
End Fund Balance				
<b>Total Expenditures</b>	<b>6,020,952</b>	<b>14,933</b>	<b>565,466</b>	<b>5,440,553</b>
<b>Fund Balance</b>				<b>4,428,687</b>
Less Encumbered				0
<b>Available for Expenditure</b>				<b>4,428,687</b>

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
<b>Small Schools Grant (291) WHS &amp; Toledo Jr/Sr HS</b>				
Revenues:				
Local			3,230	(3,230)
State	72,519			72,519
Beg. Fund Balance *	205,142		172,991	32,151
<b>Total Revenues</b>	<b>277,661</b>		<b>176,221</b>	<b>101,440</b>
Expenditures:				
Instruction	180,216	9,902	9,095	161,219
Support Services	24,926	385	8,869	15,672
Enterprise				0
Facilities Acq & Const				
Conting/End Fund Bal	72,519			72,519
<b>Total Expenditures</b>	<b>277,661</b>	<b>10,287</b>	<b>17,964</b>	<b>249,410</b>
<b>Fund Balance</b>				<b>158,257</b>
Less Encumbered				10,287
<b>Available for Expenditure</b>				<b>147,970</b>
<b>High School Success (292)</b>				
Revenues:				
State	1,534,608		767,304	767,304
Beg. Fund Balance *				0
<b>Total Revenues</b>	<b>1,534,608</b>		<b>767,304</b>	<b>767,304</b>
Expenditures:				
Instruction	812,675	493,442	197,047	122,186
Support Services	721,933	198,705	131,670	391,557
Facilities Acq & Const				0
End Fund Balance				
<b>Total Expenditures</b>	<b>1,534,608</b>	<b>692,147</b>	<b>328,718</b>	<b>513,743</b>
<b>Fund Balance</b>				<b>438,586</b> ***
<b>Building Maintenance (293)</b>				
Revenues:				
Local	50,000		44,340	5,660
Federal				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance *	2,185,005		2,433,348	(248,343)
<b>Total Revenues</b>	<b>2,235,005</b>		<b>2,477,688</b>	<b>(242,683)</b>
Expenditures:				
Instruction	375,000			375,000
Support Services	675,000	156,477	111,090	407,434
Enterprise				
Facilities Acq & Const	1,185,005		187,489	997,516
End Fund Bal/Tfrs				
<b>Total Expenditures</b>	<b>2,235,005</b>	<b>156,477</b>	<b>298,579</b>	<b>1,779,949</b>
<b>Fund Balance</b>				<b>2,179,109</b>
Less Encumbered				156,477
<b>Available for Expenditure</b>				<b>2,022,633</b>

\* Beginning Fund Balances are Audited

\*\* Fund Balances do NOT include encumbered expenditures

\*\*\* Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal

**LINCOLN COUNTY SCHOOL DISTRICT**

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
<b>Food Services (294)</b>				
Revenues:				
Local	269,150		21,385	247,765
State	125,000		1,068	123,932
Federal	3,326,636		321,737	3,004,899
Sale/Loss of Assets			76,537	(76,537)
Beg. Fund Balance *	100,000		196,889	(96,889)
<b>Total Revenues</b>	<b>3,820,786</b>		<b>617,616</b>	<b>3,203,170</b>
Expenditures:				
Instruction	68,210	36,215	27,953	4,042
Support Services	37,724	21,983	14,693	1,048
Enterprise	3,714,852	2,739,930	477,668	497,254
<b>Total Expenditures</b>	<b>3,820,786</b>	<b>2,798,128</b>	<b>520,314</b>	<b>502,344</b>
<b>Fund Balance</b>			<b>97,302</b>	<b>***</b>
<b>Student Activities (295)</b>				
Revenues:				
Local	1,380,723		748,050	632,673
Beg. Fund Balance *	1,500,000		1,303,089	196,911
<b>Total Revenues</b>	<b>2,880,723</b>		<b>2,051,139</b>	<b>829,584</b>
Expenditures:				
Instruction	1,500,723	125,138	475,340	900,246
Support Services	110,000	593	4,611	104,796
Enterprise	100,000		2,250	97,750
Facilities Acq & Const		31,470		(31,470)
Contingency	1,170,000			1,170,000
<b>Total Expenditures</b>	<b>2,880,723</b>	<b>157,201</b>	<b>482,200</b>	<b>2,241,321</b>
<b>Fund Balance</b>			<b>1,568,939</b>	
Less Encumbered			<b>157,201</b>	
<b>Available for Expenditure</b>			<b>1,411,737</b>	
<b>Outdoor School for All (296)</b>				
Revenues:				
State	327,689			327,689
<b>Total Revenues</b>	<b>327,689</b>		<b>0</b>	<b>327,689</b>
Expenditures:				
Instruction	306,018			306,018
Support Services	21,671			21,671
<b>Total Expenditures</b>	<b>327,689</b>	<b>0</b>	<b>0</b>	<b>327,689</b>
<b>Fund Balance</b>			<b>0</b>	<b>***</b>
<b>Technology (298)</b>				
Revenues:				
Local	20,515		87,283	(66,768)
Transfers	500,000			500,000
Beg. Fund Balance*	4,475,000		4,438,189	36,811
<b>Total Revenues</b>	<b>4,995,515</b>		<b>4,525,472</b>	<b>470,043</b>
Expenditures:				
Instruction	334,000			334,000
Support Services	463,989	18,293	102,264	343,432
Contingency	1,000,000			1,000,000
End Fund Balance	3,197,526	3,197,526		0
<b>Total Expenditures</b>	<b>4,995,515</b>	<b>3,215,819</b>	<b>102,264</b>	<b>1,677,432</b>
<b>Fund Balance</b>			<b>4,423,208</b>	
Less Encumbered			<b>3,215,819</b>	
<b>Available for Expenditure</b>			<b>1,207,389</b>	

**2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of November 30, 2025 - UNAUDITED**

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
<b>Vehicle Replacement (299)</b>				
Revenues:				
Local	128,500		2,077	126,423
Sale of Assets				0
Beg. Fund Balance *	96,557		163,144	(66,587)
<b>Total Revenues</b>	<b>225,057</b>		<b>165,221</b>	<b>59,836</b>
Expenditures:				
Support Services	225,057		55,348	169,709
End Fund Balance				
<b>Total Expenditures</b>	<b>225,057</b>	<b>0</b>	<b>55,348</b>	<b>169,709</b>
<b>Fund Balance</b>			<b>109,873</b>	
Less Encumbered			<b>0</b>	
<b>Available for Expenditure</b>			<b>109,873</b>	
<b>PERS Bonds Debt Service (320)</b>				
Revenues:				
Local	4,850,636		1,291,741	3,558,895
Beg. Fund Balance *	7,162,566		8,843,137	(1,680,571)
<b>Total Revenues</b>	<b>12,013,202</b>		<b>10,134,878</b>	<b>1,878,324</b>
Expenditures:				
Debt Service	6,167,240			6,167,240
End Fund Balance	5,845,962			5,845,962
<b>Total Expenditures</b>	<b>12,013,202</b>	<b>0</b>	<b>0</b>	<b>12,013,202</b>
<b>Fund Balance</b>			<b>10,134,878</b>	
<b>GO Bonds Debt Service (330 &amp; 331)</b>				
Revenues:				
Local	6,179,420		4,803,427	1,375,993
Transfers	6,695,000			6,695,000
Beg. Fund Balance *	8,862,585		9,447,305	(584,720)
<b>Total Revenues</b>	<b>21,737,005</b>		<b>14,250,733</b>	<b>7,486,272</b>
Expenditures:				
Debt Service	15,042,000			15,042,000
Transfers	6,695,005			6,695,005
End Fund Balance				0
<b>Total Expenditures</b>	<b>21,737,005</b>	<b>0</b>	<b>0</b>	<b>21,737,005</b>
<b>Fund Balance</b>			<b>14,250,733</b>	
<b>Capital Construction Fund (405)</b>				
Revenues:				
Local	620,000		222,416	397,584
Beg. Fund Balance *	1,944,505		1,971,770	(27,265)
<b>Total Revenues</b>	<b>2,564,505</b>		<b>2,194,186</b>	<b>370,319</b>
Expenditures:				
Support Services	510,000		42,999	467,001
Facilities Acq & Const	2,054,505	500,000	391,831	1,162,674
<b>Total Expenditures</b>	<b>2,564,505</b>	<b>500,000</b>	<b>434,830</b>	<b>1,629,675</b>
<b>Fund Balance</b>			<b>1,759,356</b>	
Less Encumbered			<b>500,000</b>	
<b>Available for Expenditure</b>			<b>1,259,356</b>	
* Beginning Fund Balances are Audited				
** Fund Balances do NOT include encumbered expenditures				
*** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal				

	<u>Budget</u>	<u>Encumb'd</u>	<u>YTD Actual</u>	<u>Remaining</u>
<b>OSCIM Grant - Capital Construction Fund</b>				
Revenues:				
State				0
Beg. Fund Balance *				0
<b>Total Revenues</b>	<b>0</b>		<b>0</b>	<b>0</b>
Expenditures:				
Support Services				0
Facilities Acq & Const				0
<b>Total Expenditures</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Fund Balance</b>			<b>0</b>	
Less Encumbered			<b>0</b>	
<b>Available for Expenditure</b>			<b>0</b>	
<b>Future Property Purchases Reserve (420)</b>				
Revenues:				
Local	25,000		22,781	2,219
Fund Trfs/Asset Sales				
Beg. Fund Balance *	1,156,355		1,182,565	(26,210)
<b>Total Revenues</b>	<b>1,181,355</b>		<b>1,205,346</b>	<b>(23,991)</b>
Expenditures:				
Facilities Acq & Const	1,181,350			1,181,350
Transfers	5			
<b>Total Expenditures</b>	<b>1,181,355</b>		<b>0</b>	<b>1,181,355</b>
<b>Fund Balance</b>			<b>1,205,346</b>	
<b>Dental/Vision Self Insurance (610)</b>				
Revenues:				
Local	1,011,583		289,319	722,264
Beg. Fund Balance *	1,356,628		1,332,871	23,757
<b>Total Revenues</b>	<b>2,368,211</b>		<b>1,622,190</b>	<b>746,021</b>
Expenditures:				
Support Services	988,107		424,044	564,063
Contingency	1,380,104			1,380,104
<b>Total Expenditures</b>	<b>2,368,211</b>		<b>424,044</b>	<b>1,944,167</b>
<b>Fund Balance</b>			<b>1,198,145</b>	
Less Encumbered			<b>0</b>	
<b>Available for Expenditure</b>			<b>1,198,145</b>	
<b>District Medical Group HRA (620)</b>				
Revenues:				
Local	910,000		338,701	571,299
Beg. Fund Balance	3,217,270		3,438,617	(221,347)
<b>Total Revenues</b>	<b>4,127,270</b>		<b>3,777,318</b>	<b>349,952</b>
Expenditures:				
Support Services	1,114,655	13,326	248,393	852,936
End Fund Balance	3,012,615			3,012,615
<b>Total Expenditures</b>	<b>4,127,270</b>	<b>13,326</b>	<b>248,393</b>	<b>3,865,551</b>
<b>Fund Balance</b>			<b>3,528,925</b>	
Less Encumbered			<b>13,326</b>	
<b>Available for Expenditure</b>			<b>3,515,599</b>	

**LINCOLN COUNTY SCHOOL DISTRICT**  
**Bills & Claims Over \$25,000 - All Funds**  
**2025-26 Fiscal Year**  
**NOVEMBER 2025**

<b>Date</b>	<b>Payee</b>	<b>Description</b>	<b>Amount</b>
11/6/2025	SPRINGHOUSE PROFESSIONALS LLC	CONTRACTED PROF SVCS-SPECIAL ED	\$ 29,366.50
11/6/2025	DIGITAL INSURANCE LLC	CONTRACTED SLP	\$ 33,900.00
11/7/2025	EDDYVILLE CHARTER SCHOOL	2025-26 SSF PAYMENTS	\$ 217,277.22
11/7/2025	FIRST STUDENT, INC.	STUDENT TRANSPORTATION	\$ 656,006.55
11/7/2025	SILETZ VALLEY CHARTER SCHOOL	2025-26 SSF PAYMENTS	\$ 218,161.34
11/7/2025	SODEXO, INC & AFFILIATES (CUST)	2025-26 CONTRACTED SERVICES	\$ 197,294.67
11/14/2025	LATHAM CENTERS, INC.	TUITION-SPECIAL ED OUT OF STATE PLACEMENT	\$ 33,165.66

**LINCOLN COUNTY SCHOOL DISTRICT  
INVESTMENT REPORT  
November 30, 2025**

<b>Oregon State Treasury - Local Government Investment Pool</b>	
Beginning Balance	\$ 33,357,524
Additions	44,413,927
Reductions	10,000,000
<b>Ending Balance</b>	<b>\$ 67,771,451</b>

<b>Oregon State Treasury - Local Government Investment Pool - 2002 PERS Bonds</b>	
Beginning Balance	\$ 1,363,496
Additions	262,307
Reductions	-
<b>Ending Balance</b>	<b>\$ 1,625,804</b>

<b>Oregon State Treasury - Local Government Investment Pool - 2003 PERS Bonds</b>	
Beginning Balance	\$ 1,551,473
Additions	298,765
Reductions	-
<b>Ending Balance</b>	<b>\$ 1,850,238</b>

<b>Oregon Coast Bank - Money Market Account</b>	
Beginning Balance	\$ 11,288,514
Additions	10,050,373
Reductions	4,200,000
<b>Ending Balance</b>	<b>\$ 17,138,887</b>

<b>Oregon Coast Bank - 9 Month Time CD (Fund 331 QSCB Sinking Fund)</b>	
3.94%	
Beginning Balance	\$ 1,899,504
Additions	-
Reductions	-
<b>Ending Balance</b>	<b>\$ 1,899,504</b>

<b>Monthly Totals</b>	
Beginning Balance	\$ 49,460,511
Additions	\$ 55,025,372
Reductions	\$ 14,200,000
<b>Ending Balance</b>	<b>\$ 90,285,883</b>

<b><u>Interest Rates</u></b>	<b><u>Sept</u></b>	<b><u>Oct</u></b>	<b><u>Nov</u></b>
<b>LGIP</b>	<b>4.60%</b>	<b>4.57%</b>	<b>4.43%</b>
<b>Oregon Coast Bank</b>	<b>4.65%</b>	<b>4.55%</b>	<b>4.30%</b>

**LINCOLN COUNTY SCHOOL DISTRICT  
BOND CAPITAL CONSTRUCTION FUND 425  
UNAUDITED FINANCIAL STATEMENTS  
As of November 30, 2025**

	Budget	Encumb'd	Actual	Remaining
<b>2024-25 Revised per Auditor</b>				
Revenues:				
Local - Interest				
Bond Proceeds				
Fund Tfrs/Asset Sales				
Beg. Fund Balance *				
<b>Total Revenues</b>				
Expenditures:				
Instruction				
Support Services				
Facilities Acq & Const			301,154	
Debt Service				
End Fund Bal/Tfrs				
<b>Total Expenditures</b>			301,154	
<b>Fund Balance</b>			<b>(301,154)</b>	
Less Encumbered			0	
<b>Available for Expenditure</b>			<b>(301,154)</b>	
<b>2025-26</b>				
Revenues:				
Local - Interest			312,047	
Bond Proceeds			78,754,146	
Fund Tfrs/Asset Sales				
Beg. Fund Balance *			(301,154)	
<b>Total Revenues</b>	0		78,765,040	(78,765,040)
Expenditures:				
Instruction				
Support Services			447,936	(447,936)
Facilities Acq & Const	23,822,735	3,390,115	4,485,175	15,947,445
Debt Service			111,392	(111,392)
End Fund Bal/Tfrs				
<b>Total Expenditures</b>	23,822,735	3,390,115	5,044,503	15,388,117
<b>Fund Balance</b>			<b>73,720,537</b>	
Less Encumbered			3,390,115	
<b>Available for Expenditure</b>			<b>70,330,422</b>	

**LINCOLN COUNTY SCHOOL DISTRICT**  
**Bills & Claims Over \$25,000 - BOND Funds**  
**2025-26 Fiscal Year**  
**NOVEMBER 2025**

<b>Date</b>	<b>Payee</b>	<b>Description</b>	<b>Amount</b>
11/6/2025	MOODY'S INVESTORS SERVICE INC	BOND RATING FEE 2025 GO BONDS	\$ 48,000.00
11/6/2025	ULTRASONIC INC	PERFORMING ARTS STAGE - TAHS	\$ 43,602.00
11/6/2025	TABLE MOUNTAIN FORSTRY LLC	SITE PREP FOR PLAYFIELD - TOES	\$ 26,622.72
11/6/2025	STRUCTURED COMMUNICATIONS SYSTEMS, INC	SECURITY CAMERAS & 3 YR LIC - ALL LOCS	\$ 33,559.52
11/14/2025	ULTRASONIC INC	PERFORMING ARTS STAGE - TAHS	\$ 81,667.00
11/14/2025	PLATT ELECTRIC SUPPLY	ELECTRIC SUPPLIES AND LIGHTING - SCE, TAHS	\$ 28,219.32
11/14/2025	GLAS ARCHITECTS	PROF SVCS FOR AUDITORIUMS - TOHS, WHS	\$ 75,337.67

**LINCOLN COUNTY SCHOOL DISTRICT  
BOND INVESTMENTS REPORT  
November 30, 2025**

**Piper Sandler & Co Brokerage Account, Bank of New York - Pershing  
US Treasury Fixed Income Securities**

Beginning Balance	\$ 59,298,185
Additions	167,503
Reductions	-
<b>Ending Balance</b>	<b>\$ 59,465,688</b>

**Oregon State Treasury - Local Government Investment Pool**

Beginning Balance	\$ 13,119,619
Additions	40,009
Reductions	11,000,000
<b>Ending Balance</b>	<b>\$ 2,159,628</b>

**Oregon Coast Bank - Money Market Account**

Beginning Balance	\$ 2,897,776
Additions	11,017,123
Reductions	974,381
<b>Ending Balance</b>	<b>\$ 12,940,518</b>

**Monthly Totals**

Beginning Balance	\$ 75,315,580
Additions	\$ 11,224,635
Reductions	\$ 11,974,381
<b>Ending Balance</b>	<b>\$ 74,565,834</b>

**Interest Rates**

	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>
LGIP	4.60%	4.57%	4.43%
Oregon Coast Bank	4.65%	4.55%	4.30%

- c. Food Services Report (Oral).
  - 1. Nutrition Services Report

# THE MONTHLY FEED - DECEMBER 2025

jamie.nicholson@lincoln.k12.or.us  
scott.barker@lincoln.k12.ort.us  
rebecca.smith@lincoln.k12.or.us

## NUTRITION SERVICES

Lincoln County School District

School Meals Gardens Food Pantry



## LCSD continues to support building better school meals for students in Oregon.



The **Local Link** food show connected schools to local food producers with added value product items made in Oregon. A variety of cultural & dietary sensitive foods were on display. The OR Dept of Agriculture invited us to help educate vendors in USDA requirements that would help move these products into school meals faster.

A quick trip to Southern Oregon to talk about our school meals proved beneficial for both sides. We shared our passion for local foods and bringing back more scratch cooking with the Business Director and Superintendent at Phoenix-Talent Schools, highlighting our FSMC partnership that makes it all work. We also presented to the Phoenix-Talent School Board, showing some of our successes and answering questions. We toured a beautiful high school kitchen recently updated with bond funds, and Rogue Valley Farm to School joined us to discuss funding strategies to provide sustainable support for schools. In return, we were introduced to a new menu platform to use with our existing nutrition service software. Once implemented, this platform will make it easier for families to see what's available, and it has expanded filters to support Meal Accommodations due to allergies or cultural preference. The Phoenix-Talent School Foods Director will be coming to LCSD to give a hands-on training to Sodexo staff.



## WHAT'S GROWING ON IN THE LCSD SCHOOL GARDENS?

This month, we're focusing on three garden concepts inspired by the more than 100 pounds of seed we recently received from a local supplier. These seeds will support the development of cover crops, insectaries, and buffer strips.

- **Cover Crops** help protect soil from erosion and compaction during fallow periods. They also add organic matter to the soil, making nutrients more available for future plantings.
- **Insectaries** are designated areas within a farm or garden where beneficial insects can thrive. These insects then move into surrounding spaces, supporting pollination and helping to manage populations of harmful pests.
- **Buffer Strips** are permanent vegetated zones that capture nutrients, reduce runoff and erosion, and can even serve as additional habitat for beneficial insects.

By integrating cover crops, insectaries, and buffer strips, we'll strengthen soil health, support pollinators, and enhance our overall pest management strategy!





# Community Support!

A big thank you to the Bay City Cruisers of Newport and all its members! The LCSD school pantry, The Compass Cupboard, received a \$4,000 donation to support students with food insecurities outside of the school day.



Thank you

## FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)

An important tool in our effort to combat childhood obesity. The program has been successful in introducing elementary school children (K-8) to a variety of produce that they otherwise might not have the opportunity to try.

**Some of this month's offerings include:** Persimmon, Zucchini, Purple Broccoli, Pears, and Papaya.

Did You Know?



Pears are members of the rose family, which also includes apples, and they are sometimes called the "butter fruit" because of their soft, melting texture. There are over 3,000 varieties of pears grown worldwide, although only a few are commonly eaten.

## Farm Fresh Friday Spotlight



**December 5th:** Asia Tuna Burger (MS/HS) or Tuna Noodle Casserole (ELEM) made with Oregon Choice Tuna.

**December 19th:** Pot Roast Dinner made with local Gibson & Euchre Creek Farms beef. Thank you Central Coast Food Web for supporting local foods in Lincoln County!



nutrislice

Download Nutrislice from the App store for your school's menu

## Kitchen Kudos Corner



Yaquina View kitchen won the November Farm Fresh Friday meatloaf presentation contest. Thank you for taking the extra steps to make lunch look great!

CONGRATULATIONS

Free language assistance, auxiliary aids, and/or accommodations are available upon request. Meal accommodations can also be made to support medical needs as well as some preferential dietary needs.

Please contact your school, Nutrition Services, or email jamie.nicholson@lincoln.k12.or.us

@lcsdschoolgardens

@Lincoln County Oregon School Gardens

d. First Student Report (Written).

## Lincoln County School District Board Meeting General Session, December 9, 2025

Date: December 4, 2025

Dear: LCSD School Board & Transportation Leadership,

It is hard to believe that we are already approaching the end of 2025. We are continuing to transport our students safely from their origins to their destinations, and the atmosphere on our buses is becoming increasingly festive. Here is your December 2025 Board Report; feel free to reach out to me if you have any questions, or suggestions.



### Driver staffing

We are working diligently to increase the applicant flow through recruiting campaigns.

- FY 26 Wages: \$22.45 – \$27.91
- Hiring Bonuses of \$3500 for CDL S/P endorsed drivers
- Hiring Bonuses of \$2000 for non-CDL S/P endorsed drivers
- Paid Training
- \$500 Employee Referral Bonus

The data on the left represents current driver availability and route count as of 11/06/2025. This week, we lost one driver in the East and gained one in the North.



### Recruiting

- Most of our applications come in through online job postings on popular employment sites such as Indeed, Craigslist, and WorkAtFirst.com. These platforms have been effective in helping us connect with candidates who are actively seeking new opportunities in our community.
- We are currently inquiring with many local businesses to see if they are willing to either post our job offer. This approach will allow us to target each area's population and those who may need employment. Workcourse hours and Banner buses are also back on the agenda.

<b>Route Count</b>	<b>63</b>
GenEd	41
SpEd	13
Type 10	9
<b>Driver Staffing Goal</b>	<b>64</b>
Drivers Assigned to a Route	54
Cover Drivers	6
Borrowed Drivers	4
<b>Total Drivers On Hand</b>	<b>57</b>
<small>Excluding staff or borrowed drivers</small>	
CDL	45
Type 10	8
Borrowed Drivers	4
Casual Drivers (limited route availability)	(7)
Over/(Short) for Route Coverage	-7
<b>Drivers in Training/Testing</b>	<b>4</b>
Apps as of 12//2025	16
Permit Pending	11
Total # in Training (Classroom)	1
Behind-the-Wheel Training	1
Leave/Unavailable	4



## Customer issues/ resolutions

- **Driver Shortage:**
  - Like many districts nationwide, we continue to experience a shortage of qualified school bus drivers. This challenge stems from factors such as a competitive job market, the part-time nature of the position, and specific licensing requirements. Despite these obstacles, our transportation department remains committed to maintaining safe, reliable service for all students.
  - We implemented several strategies, including expanded online recruiting through Indeed, Craigslist, and WorkAtFirst.com, as well as local advertising in Oregon Coast Today to reach a broader audience. Additional initiatives include paid CDL training, referral and sign-on incentives.
  - The district also continues to prioritize driver retention through recognition programs and efforts to strengthen communication and workplace culture. These combined measures aim to ensure that every student continues to have access to safe and dependable transportation to and from school.
- **High Student Load Counts**
  - The introduction of N20 in Lincoln City has helped reduce the student load count on one of our routes with high behavior issues. Kim Bolden has made it her mission to coach the students in safe ridership and has taken this route for the time being. Having a steady driver also provides the consistency our students need on the school buses.
  - FirstAlt is well underway to assist with transportation of HELP students that need cross-boundary rides. It has become a reliable institution that is appreciated by the families who need the assistance to get their students to and from school.



## Noteworthy Successes

- Next week, we will have two experienced drivers take over routes in Waldport. Waldport has been suffering from severe driver shortage. Currently, there are two staff and two out-of-town drivers in Waldport.
- FirstAlt is well underway to assist with transportation of HELP students that need cross-boundary rides. It has become a reliable institution that is appreciated by the families who need the assistance to get their students to and from school.



## Technology Updates

In an effort to streamline the support for over 1200 locations across the U.S. and Canada, First Planning Solutions is gathering information from each location to build a database that can be accessed by all support personnel. This will help reduce miscommunications and allow teams to route our students more efficiently. As always, local input will remain the main source of information for all LCSD routing needs.



## Latest news

With the Holidays quickly approaching, we are preparing for our Holiday Spirit week from 12/15-19/2025. Activities are as follows:

- ♥ **Monday:** *Long Winters Nap*-Wear your favorite Holiday PJs
- 👻 **Tuesday:** *Ornamental Day-Over*-accessorize with Holiday gear
- 🧊 **Wednesday:** *Winter Wonderland*-Dress in frosty colors
- 👗 **Thursday:** *Channel your Flannel*-Wear your favorite Flannel
- 🧢 **Friday:** *Head for the Holidays*- Wear your favorite holiday head gear.

On Saturday, we will hold our annual Holiday celebration where we will crown the ugliest Holiday Sweater and share a feast that will include turkey, ham, and all the trimmings for jolly HO-HO-HO bellies.



## Important dates

- 12/15-19/2025-Holiday Spirit Week
- 12/20/2025-Holiday Celebrations will all areas
- 12/22/2025-01/02/2026-Winterbreak...Stay Warm!!

e. Custodial Services Report (Written).



# SODEXO & LINCOLN COUNTY SCHOOL DISTRICT

END OF THE MONTH REPORT- CUSTODIAL

NOVEMBER 2025

# NOVEMBER HIGHLIGHTS

---

- Started spray disinfecting busses and classrooms
- Construction clean and floor finish of Sam Case new rooms.
- 2 interviews completed for new operations manager, hopeful to have more candidates in December.
- Sending new totes for vape disposal to all high schools and middle schools.



# NOVEMBER CONTINUED

- 
- Reworking custodial schedules as needed to maximize efficiency.
  - Principal Meetings for November: Avg. Score = 8.68
    - Lowest score: 7 (2 schools)
    - Highest score: 10 (4 schools)
    - Expectation is that January's scores are at 10s



---

## CHALLENGES

Callouts and open positions

Keeping first impression areas picture perfect due to ongoing weather changes

Sporting events taking away from time cleaning classrooms

# SAFETY

---

 Injuries/Incidents: 0 November. YTD 0 (0 ytd)



Loss Time: 0



Safe Schools: All EEs have finished Vector training prior to school starting



3 Checks for Safety: 1.)- Do I know how to perform the task? 2.) Do I have the correct tools/PPE? 3.) Is my environment safe? (answer No to any of these questions then stop and call a manager!)



Monthly Safety training: back injury prevention



# SODEXO & LINCOLN COUNTY SCHOOL DISTRICT

END OF THE MONTH REPORT- CUSTODIAL

NOVEMBER 2025

# NOVEMBER HIGHLIGHTS

---

- Started spray disinfecting busses and classrooms
- Construction clean and floor finish of Sam Case new rooms.
- 2 interviews completed for new operations manager, hopeful to have more candidates in December.
- Sending new totes for vape disposal to all high schools and middle schools.



# NOVEMBER CONTINUED

- 
- Reworking custodial schedules as needed to maximize efficiency.
  - Principal Meetings for November: Avg. Score = 8.68
    - Lowest score: 7 (2 schools)
    - Highest score: 10 (4 schools)
    - Expectation is that January's scores are at 10s



---

## CHALLENGES

Callouts and open positions

Keeping first impression areas picture perfect due to ongoing weather changes

Sporting events taking away from time cleaning classrooms

# SAFETY

---

 Injuries/Incidents: 0 November. YTD 0 (0 ytd)



Loss Time: 0



Safe Schools: All EEs have finished Vector training prior to school starting



3 Checks for Safety: 1.)- Do I know how to perform the task? 2.) Do I have the correct tools/PPE? 3.) Is my environment safe? (answer No to any of these questions then stop and call a manager!)



Monthly Safety training: back injury prevention

8. Board Reports
9. Superintendent's Report
  - a. Continuous Improvement Plan (CIP) Report.

**LCSD Continuous Improvement Plan Data Tracking  
September 2025**

**Academics**

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

<b>Acadience/ iReady Reading</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
<b>iReady Math</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	9%	5%	6%	4%	12%	14%	15%	16%	15%
<b>9th Grade On Track Projection</b>	69%		<b>Graduation Projection</b>	73%		<b>Dual Credit Early College</b>	N/A	<b>AP/IB</b>	N/A
<b>3rd Grade Reading SBAC</b>	29.7%		<b>8th Grade Math SBAC</b>	12.7%		<b>11th Grade ELA SBAC</b>	49.0%	<b>11th Grade Math SBAC</b>	20.8%

**Wellness and Belonging**

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year).

<b>Kindergarten Attendance Projection</b>	72.2%	<b>District Attendance Projection</b>	73.1%	<b>Exclusions</b>	1.9%	
---	-------	---	-------	-------------------	------	--

**Community Connection**

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

<b>Family Night Attendance</b>	44% (1865) 4229.8	<b>Conference Attendance</b>		<b>Survey Results</b>		
------------------------------------	----------------------	----------------------------------	--	---------------------------	--	--

## LCSD Continuous Improvement Plan Data Tracking

October 2025

### Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

<b>Acadience/ iReady Reading</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	33%	42%	44%	47%	41%	38%	66% <small>Acadience</small> 23% <small>iReady</small>	28%	30%
<b>iReady Math</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	9%	5%	6%	4%	12%	14%	15%	16%	15%
<b>9th Grade On Track Projection</b>	75%		<b>Graduation Projection</b>	77%		<b>Dual Credit Early College</b>	N/A	<b>AP/IB</b>	N/A
<b>3rd Grade Reading SBAC</b>	29.7%		<b>8th Grade Math SBAC</b>	12.7%		<b>11th Grade ELA SBAC</b>	49.0%	<b>11th Grade Math SBAC</b>	20.8%

### Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year).

<b>Kindergarten Attendance Projection</b>	65.6%	<b>District Attendance Projection</b>	69.1%	<b>Exclusions</b>	3.3%	
---	-------	---	-------	-------------------	------	--

### Community Connection

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

<b>Family Night Attendance</b>	1880/4229 (44%)	<b>Conference Attendance</b>	Total: 58% Ele: 86% Sec: 38% 142	<b>Survey Results</b>		
------------------------------------	-----------------	----------------------------------	-------------------------------------	---------------------------	--	--

**LCSD Continuous Improvement Plan Data Tracking  
November 2025**

**Academics**

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

<b>Acadience/ iReady Reading</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
<b>iReady Math</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	9%	5%	6%	4%	12%	14%	15%	16%	15%
<b>9th Grade On Track Projection</b>	72% (-3%)		<b>Graduation Projection</b>	76% (-1%)		<b>Dual Credit Early College</b>	N/A	<b>AP/IB</b>	N/A
<b>3rd Grade Reading SBAC</b>	29.7%		<b>8th Grade Math SBAC</b>	12.7%		<b>11th Grade ELA SBAC</b>	49.0%	<b>11th Grade Math SBAC</b>	20.8%

**Wellness and Belonging**

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year). GOAL: 65.9%

<b>Kindergarten Attendance Projection</b>	61.8% (-3.8%)	<b>District Attendance Projection</b>	67.6% (-2%)	<b>Exclusions</b>	4.2% (+.9%)	
---	---------------	---	-------------	-------------------	-------------	--

**Community Connection**

- LCSD will build strong relationships with families and the community as demonstrated by surveys indicating that 75% of staff, students, and community members are satisfied with LCSD programs, practices, and support.

<b>Family Night Attendance</b>	2039/4229 (48%) (+4%)	<b>Conference Attendance</b>	Total: 58% Ele: 86% Sec: 38%	<b>Survey Results</b>	By School	
------------------------------------	--------------------------	----------------------------------	---------------------------------	---------------------------	-----------	--

b. School Board Appreciation Proclamation



# LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan  
Superintendent

District Office | Teaching & Learning Center  
1212 NE Fogarty Street, Newport, OR 97365  
PO Box 1110, Newport, OR 97365  
T 541-265-9211 | F 541-265-3059  
[www.lincoln.k12.or.us](http://www.lincoln.k12.or.us)

**WHEREAS**, school boards create a vision for what students should know and be able to do;

**WHEREAS**, school boards establish clear standards for student performance;

**WHEREAS**, school boards ensure that student assessments are tied to established standards;

**WHEREAS**, school boards are accountable to the community for operating schools that support student achievement;

**WHEREAS**, school boards align school district resources to ensure that students meet standards;

**WHEREAS**, school boards create a climate that supports the philosophy that all children can learn at high levels;

**WHEREAS**, school boards build collaborative relationships based on trust, teamwork and shared accountability; and

**WHEREAS**, school boards are committed to continuous education and training on issues related to student achievement;

**NOW, THEREFORE**, we, hereby declare our appreciation to the members of the Lincoln County School Board and proclaim the month of January to be **School Board Recognition Month**.

We urge all citizens to join us in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Signed:

Dated: 12/9/2025

c. Longitudinal Performance Growth Targets (LPGT)



# LINCOLN COUNTY SCHOOL DISTRICT

## 25-26 Integrated Programs Annual Presentation

Lincoln County School District

# Annual Grant Target Requirements

---

- ODE sets annual targets for For Year Cohort Graduation, Five Year Cohort Graduation, 9th Grade On-Track, 3rd Grade ELA Proficiency, and Regular Attenders. Those are five year projections - predetermined by ODE. They are different than our goals.
- Throughout the year, grant recipients will report expenditures, answer implementation questions, and identify progress towards goals.
- Additional local metrics will be added soon. Currently, LCSD uses Accadience, iReady, and SBAC interim assessments as local measures.



# SIA Annual Report Requirements

---

- SIA recipients are required by statute to:
  - review their own progress on an annual basis through an annual progress report and financial audit
  - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
  - and post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
  - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
  - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)



# Annual LGPM: Four Year Cohort

---

**Four Year Cohort: 89%**

23-24 Rate: 82.1%

Strategy for Improvement: More oversight for online learning options. LCSD will also continue the use of Professional Learning Communities and AVID instructional strategies.

64% of LCSD Teachers have received formal AVID training (24-25 report)

100% of LCSD Administrators have received formal AVID training (24-25 report)

Four Year Cohort: Last known school attended is LCSD (excludes registered home school students).

Transfer to LCSD school and attending LCSD school at end of four years.



# Annual LGPM: Five Year Cohort

---

**Five Year Cohort: 89.6%**

23-24 Rate: 85.3%

Strategy for Improvement: Continued individualized tracking and support for students who return to complete their high school diploma.



# Annual LGPM: 9th Grade on Track

---

**9th Grade on Track: 93.5%**

23-24 Rate: 87.1%

24-25 Rate: 85.9%

Strategy for Improvement: Utilize homeroom time for connections. Identify skill deficits through PLC process to be addressed during success courses or other interventions. Support families of 9th grade students through MTSS process.



# Annual LGPM: 3rd Grade ELA Proficiency

**Four Year Cohort: 39.20%**

23-24 Rate: 32%

24-25 Rate: 30.5% (K-5) 29.7% (3rd)

\*44% of 4th graders entered 25-26 at 44% proficiency on a local metric.

Strategy for Improvement: All classrooms are using Enhanced Core Reading Instruction (K-2) and Explicit Phonics Instruction 3-6. Students take three benchmark assessments per year and follow a progress monitoring schedule based on their tiered instructional needs.

**Accadience/iReady Benchmarks: September, January, May**

**SBAC: April and May**



# Annual LGPM: Regular Attenders

**Regular Attenders: 58.9% (90% attendance 90% of the time)**

23-24	59.7%
24-25	62.2% (K-5)
	62.2% (6-8)
	61.7 (9-12)

\*Current: 67.6% (K-12)

Strategy for Improvement: All buildings are specific attendance teams. LCSD is participating in a state-wide attendance improvement cohort to learn best practices and collaborate with educators across the state around attendance improvement.



# Improvement Status 25-26

---

## Celebrations:

Waldport Middle, Taft 7-12, Newport Middle and Newport High School ALL exited Targeted Improvement Status

Newport High recognized as a Promising Practices School for its work in improvement status with students in multiple groups - especially students experiencing homelessness.

## Improvements:

Toledo Elementary, Toledo Junior/Senior High School, Eddyville Charter and Siletz Valley Charter, and \*Compass have all remained in or entered Targeted Improvement Status

# Improvement Status Next Steps

---

Schools meet with local teams to make targeted improvement plans

Specialists in targeted areas (special education, English Language Development, Early Literacy, etc.)

Additional specialists, community partners, care teams, social workers, etc. are included in ongoing discussions around student achievement (Indian Education, homeless liaisons, etc.)

ODE will issue funds to all schools in Targeted or Comprehensive Improvement Status for the 26-27 school year. (Will know in Jan. how much money.)

# Questions?

---

10. Adoption of the Consent Calendar
  - a. Minutes of the Board
  - b. Human Resources
    1. Board Personnel Action

## Board Agenda — December 9, 2025 — Personnel Action

### Temporary Hire (s):

Caitlen Chadderton	Grade 1 Teacher/Toledo Elementary
Annie Barnhill	Grade 2 Teacher/Yaquina View
Becky Fox	Kindergarten Teacher/Oceanlake

### Classified Hire (s):

Madelene Baley	Early Childhood Teaching Asst/Yaquina View
Amy Gresham	21 <sup>st</sup> Century Teaching Asst/Sam Case
Emma Spangrud	21 <sup>st</sup> Century Teaching Asst/Crestview Heights
Alicia Stevens	21 <sup>st</sup> Century Site Coordinator/Sam Case

### Coach Hire (s):

Kayla Hoff	Asst Cheer/Taft 7-12
------------	----------------------

### Resignation(s):

Elaine Hoach	Grade 2 Teacher Yaquina View	Resignation 8/27/2021 – 12/19/2025
Bella Wunderluch	Kindergarten Teacher Oceanlake	Resignation 8/25/2025 – 12/19/2025
Susie Sproul	Human Resources Assistant TLC	Retirement 1/25/2010 – 12/19/2025

### Retirement and Rehire(s):

Sue Graves	Safe Schools Coordinator TLC	Retirement 3/1/2001 – 12/31/2025
Jo Davey	Special Education Teaching Asst II Toledo Elementary	Retirement 10/30/2008 – 12/19/2025

- c. Business Services
  - 1. Budget Calendar

**Lincoln County School District  
2026-27 Budget Calendar & Process  
Draft 11-12-25**

*	11/11/2025	Draft Budget Calendar Presented to Board
*	12/9/2025	Board Approves Budget Calendar Board Announces Budget Committee Vacancy Zone 3 - Advertising Begins
	December & January	Budget Committee Vacancies Advertised
	December, January & February	Superintendent, Learning Support Team and Principals meet to discuss budget needs to support Board goals and to update the Integrated Grants Plan. Community Forums or other feedback methods are conducted for Integrated Grants and ESSER funding.
*	1/27/2026	Board Work Session to develop Board Budget Goals LST will attend to answer Board questions about programs
	2/3/2026	Budget Committee Candidate Names/Applications Due to Board.
*	2/10/2026	Board interviews and appoints Budget Committee Member Zone 3
	3/2/2026	First Official State Estimate of Funding Released by ODE
	3/4/2026	Budget allocations distributed to all Administrators on staffing sheets
	3/16-3/18/2026	LST meets regionally with principals to review school budget staffing sheets
	3/20/2026	Staffing Sheets due to Business Office - All Buildings & Central Departments
	3/30/2026	Final Budget Decisions made by LST
	April	Business office prepares Proposed Budget Document
	April - Date TBD	Budget Committee Training, Teaching & Learning Center
	4/29/2026 dependent on newspaper deadline	Budget Committee Meeting notice posted on the District's website and published in the newspaper of record
	5/7/2026	Proposed Budget document delivered to Budget Committee and available for public review on District Website
	5/14/26 5/19/26 5/21/26	Budget Committee Meetings: 6:30 pm, Teaching & Learning Center 6:30 pm, if needed, at Teaching & Learning Center 6:30 pm, if needed, at Teaching & Learning Center
	6/5/2026	Budget Hearing Notice published in the newspaper of record and on District Website Official publication requirements for public hearing: 1 notice at least 5 days but no more than 25 days before meeting
*	6/9/2026	Board Conducts Public Hearing on Approved Budget Resolution for Adoption, Appropriations & Levy approved by Board
	Board	* Regular Board Meeting or Board Work Session
	Budget Committee	

d. Board

1. Policy Update - GCBDA/GDBDA - Family Medical Leave

## OSBA Model Sample Policy

### Lincoln County School District

Revised/Readopted: ~~6/14/16 (Effective 7/01/16);~~  
12/12/17

Orig. Code(s): GCBDA/GDBDA

### Family and Medical Leave \*

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA) ~~of 1993,~~<sup>{1}</sup>, the Oregon Family Leave Act (OFLA) ~~of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances),~~<sup>{2}</sup>, the Oregon Military Family Leave Act (OMFLA) ~~of 2009,~~, Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

~~FMLA applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50-employee test does not apply to educational institutions for determining employee eligibility.~~

~~OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.~~

In order for an employee to be eligible for the benefits under FMLA, ~~he/shethe employee~~ must have been employed by the district for at least 12 months ~~and~~, have worked at least 1,250 hours during the past 12-month period and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

~~In~~Generally, in order for an employee to be eligible for the benefits under OFLA, ~~he/shethe employee~~ must work an average of 25 hours or more per week ~~and have been employed at least during the~~ 180 calendar days immediately prior to the first day of the ~~family medical leave of absence. For parental leave~~

<sup>1</sup> {Generally, FMLA applies only to entities with 50 or more employees, however, FMLA applies to all public elementary and secondary educational institutions. See 29 CFR 825.600(b). The rule regarding individual employee eligibility does apply: an employee is only eligible if the employee “is employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite.” See 29 CFR 825.110(a)(3). Consequently, FMLA applies to districts with fewer than 50 employees, but individual employees will not be eligible to receive benefits.}

<sup>2</sup> {OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition)}

~~purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave start of the requested leave. Special requirements apply during public health emergencies.~~

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an ~~employee's~~ employee's eligibility for OMFLA.

~~Federal and state leave entitlements generally run concurrently.~~

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years<sup>3</sup>, contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.<sup>4</sup> PFMLI can be taken for family leave, medical leave or safe leave.<sup>5</sup>

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

The superintendent [or designee] will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

---

---

---

<sup>3</sup> The wages are not required to have been earned for work in the district.

<sup>4</sup> See OAR 471-070-1010 for additional information.

<sup>5</sup> Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. {See SB 1515 (2024) Sections 4, 13, 21 and 25.}

**Legal Reference(s):**

ORS 332.507  
ORS 342.545  
ORS 659A.090  
ORS 659A.093  
ORS 659A.096  
ORS 659A.099  
ORS 659A

ORS 332.507  
ORS 657B.010  
ORS 657B.025  
ORS 659A.090  
ORS 659A.093  
ORS 659A.096  
ORS 659A.099  
ORS 659A.150 to 659A.186  
  
ORR 839-009-0200 to 0320

~~Americans with Disabilities Act, 42  
U.S.C. §§ 12101-12213; 29 C.F.R. Part  
1630 (2017); 28 C.F.R. Part 35 (2017).~~

OAR 839-009-0210 - 0460

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (~~2017~~); 5 U.S.C. §§ 6381-6387 (~~2017~~2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (~~2017~~2023).

Americans with Disabilities Act ~~Amendments Act of 2008~~, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9<sup>th</sup> Cir. 2014).

**~~Cross-Reference(s):~~**

~~GCBDD/GDBDD – Sick Time Senate Bill 1515 (2024).~~

Code: GCBDA/GDBDA

Adopted: 6/15/10

Revised/Readopted: 6/14/16 (Effective 7/01/16);

12/12/17; 12/9/25

Orig. Code: GCBDA/GDBDA

## Family and Medical Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA)<sup>{1}</sup>, the Oregon Family Leave Act (OFLA)<sup>{2}</sup>, the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years<sup>3</sup>, contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.<sup>4</sup> PFMLI can be taken for family leave, medical leave or safe leave.<sup>5</sup>

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

---

<sup>1</sup> {Generally, FMLA applies only to entities with 50 or more employees, however, FMLA applies to all public elementary and secondary educational institutions. See 29 CFR 825.600(b). The rule regarding individual employee eligibility does apply: an employee is only eligible if the employee "is employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite." See 29 CFR 825.110(a)(3). Consequently, FMLA applies to districts with fewer than 50 employees, but individual employees will not be eligible to receive benefits.}

<sup>2</sup> {OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition)}

<sup>3</sup> The wages are not required to have been earned for work in the district.

<sup>4</sup> See OAR 471-070-1010 for additional information.

<sup>5</sup> Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. {See SB 1515 (2024) Sections 4, 13, 21 and 25.}

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

---

**Legal Reference(s):**

[ORS 332.507](#)

[ORS 657B.010](#)

[ORS 657B.025](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150 - 659A.186](#)

[OAR 839-009-0210 - 0460](#)

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9<sup>th</sup> Cir. 2014).

Senate Bill 1515 (2024).

11. Action Items

a. Business Services

1. SIA Grant Agreement & EVC MOU & Amendment 1

# STATE OF OREGON GRANT AGREEMENT

## “Student Success Act – Student Investment Account”

Grant No. **39237**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Lincoln County SD** (“Grantee”), each a “Party” and, together, the “Parties”.

### SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

### SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs and to increase academic achievement, including reducing academic disparities for student populations identified in ORS 327.180(2)(b). These populations include, but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

### SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

## SECTION 4: GRANT MANAGERS

### 4.1 Agency’s Grant Manager is:

Torrie Higgins  
 Office of Education Innovation & Improvement  
 255 Capitol St NE  
 Salem, OR 97310-0203  
 Torrie.higgins@ode.oregon.gov

### 4.2 Grantee’s Grant Manager is:

Majalise Tolan  
 1212 NE Fogarty St  
 Newport, OR 97365  
 majalise.tolan@lincoln.k12.or.us

### 4.3 A Party may designate a new Grant Manager by written notice to the other Party.

## SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

## SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
<b>2025-27 Total Biennial Allocation (TBA)</b>	July 1, 2025 – June 30, 2027	<b>\$10,280,713.26</b>
Less: 2025–27 Q1 projected amount made available under Agreement number [34414] (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	<b>(\$1,421,228.47)</b>
<b>2025-26 Year 1 – Allocation - CURRENT</b>	July 1, 2025 – June 30, 2027	<b>\$3,616,321.03</b>
<b>2026-27 Year 2 – Allocation – RESERVED (not yet released)</b>	July 1, 2025 – June 30, 2027	<b>\$5,243,163.76</b>
<b>2027-29 Quarter 1 projected (2027-29 Q1)</b>	July 1, 2027 – September 30, 2027	<b>\$1,345,791.86</b>
<b>Total Grant Funds ( 2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)</b>		<b>\$10,205,276.65</b>

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Grant Funds include allocations for participating district-sponsored charter schools, as described in Exhibit A, Section 1: Charter School Participation.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

## **SECTION 7: DISBURSEMENT GENERALLY**

### **7.1 Disbursement.**

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

### **7.2 Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to

Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
  - 7.2.2 No default as described in Section 15 has occurred; and
  - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

## **SECTION 8: REPRESENTATIONS AND WARRANTIES**

8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:

- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
- 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

- 8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

## SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed

above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

## SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one

calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

**10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

**10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

## SECTION 11: INDEMNITY/LIABILITY

**11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).

**11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

**11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless

of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

## SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

## SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

## SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute

short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

## SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
  - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
  - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

## SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any

limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

## **SECTION 17: WITHHOLDING FUNDS, RECOVERY**

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

## **SECTION 18: TERMINATION**

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
  - 18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;
  - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;
  - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
  - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
  - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

- 18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or
- 18.3.3** Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.
- 18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

## SECTION 19: MISCELLANEOUS

- 19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.
- 19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.
- 19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for

identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

**19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

**Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

## SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

### STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate  
Contracting Officer

11/04/2025  
Date

### Lincoln County SD

By: Kim Cusick  
Authorized Signature

1/19/2025  
Date

Kim Cusick  
Printed Name

Business Director  
Title

93-6000627  
Federal Tax ID Number

### Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson  
Assistant Attorney General

11/04/2025 via email  
Date

# EXHIBIT A THE PROJECT

## SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

### **Charter School Participation**

The Grantee’s approved Integrated Plan includes outcomes and strategies and a two-year budget for **Eddyville Charter School**, which is a district-sponsored charter school(s) participating under the Grantee’s oversight during the 2025–27 biennium.

The Grantees allocation includes funding attributable to the ADMw of the participating charter school(s). The Grantee shall administer and distribute these funds to each charter school in accordance with the executed District Charter Program Agreement , established under the Integrated Guidance, and the requirements of ORS 327.185(4).

## SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“**Act**” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

**“Allowable Project Costs”** means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

**“Baseline Targets”** means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

**“Common Metrics”** means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

**“Disaggregated”** has the meaning given in section 12(a) of the Act.

**“Five-Year Completion Rate”** has the meaning given in section 12(b) of the Act.

**“Focal Student Groups”** means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

**“Four-Year on-Time Graduation Rate”** means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

**“Gap Closing Targets” or “Closing Gap Targets”** means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

**“Integrated Programs”** means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

**“Integrated Plan”** means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

**“Local Optional Metrics”** are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

**“Longitudinal Performance Growth Targets (LPGTs)”** means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

**“Ninth-grade On-Track Rate”** has the meaning given in section 12(d) of the Act.

**“Progress Markers”** means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

**“Regular Attendance Rate”** has the meaning given in section 12(f) of the Act.

**“SIA Account”** means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

**“Stretch Targets”** means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

**“Third-Grade Reading Proficiency Rate”** has the meaning given in section 12(g) of the Act.

## **SECTION III – PROJECT ACTIVITIES**

### **Integrated Plan Implementation**

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

### **Allowable Use of Grant Funds**

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
  - More hours or days of instructional time;
  - Summer programs;
  - Before-school or after-school programs; or
  - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
  - Social-emotional learning and development;
  - Student mental and behavioral health;
  - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
  - Student health and wellness;
  - Trauma-informed practices;
  - School health professionals and assistants;
  - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:

- increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
- Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
  - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
  - Broadened curricular options at all grade levels, including access to:
  - Art, music, and physical education classes;
  - Science, technology, engineering, and mathematics (STEM) education;
  - Career and technical education, including career and technical student organization programs;
  - Electives that are engaging to students;
  - Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
  - Dropout prevention programs and transition supports;
  - Life skills classes;
  - Talented and gifted programs;
  - Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

**SECTION IV – REPORTING REQUIREMENTS**

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

<b>Reporting Period</b>	<b>Due Date</b>	<b>Deliverable</b>
July 1 – September 30	<b>November 15</b>	Submit financial and performance progress report.
October 1 – December 31	<b>February 15</b>	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	<b>August 15</b>	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

### **SIA Grant Monitoring**

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

### **SECTION V – DISBURSEMENT** **Disbursement of Grant Funds**

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; <i>may differ from the projected 12.5%</i> )
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference ( <i>ensures Q1 + Q2 equals 25% of TBA</i> )
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

**Disbursements outlined in the table above are subject to the following:**

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30<sup>th</sup>, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

**Allocation and Projections**

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

## EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK LINCOLN COUNTY SD

### SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

#### A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

#### B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

**C. Profound Progress: Substantial and Significant Changes**

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

**SECTION II – FINALIZED CO-DEVELOPED LPGTS**

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

<b>Target Type</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
<b>Four Year Cohort Graduation</b>			
<b>Baseline Target: All Students</b>	<b>89.0%</b>	<b>91.0%</b>	<b>93.0%</b>
<b>Stretch Target: All Students</b>	>95%	>95%	>95%
<b>Gap-Closing Target: All Focal Group Students</b>	<b>87.5%</b>	<b>90.0%</b>	<b>92.5%</b>
<b>Five Year Cohort Completion</b>			
<b>Baseline Target: All Students</b>	<b>89.6%</b>	<b>90.6%</b>	<b>91.6%</b>
<b>Stretch Target: All Students</b>	<b>92.6%</b>	<b>94.6%</b>	>95%
<b>Gap-Closing Target: All Focal Group Students</b>	<b>87.8%</b>	<b>89.3%</b>	<b>90.8%</b>
<b>9th Grade on-Track</b>			
<b>Baseline Target: All Students</b>	<b>93.5%</b>	<b>94.0%</b>	<b>94.5%</b>
<b>Stretch Target: All Students</b>	<b>95.0%</b>	>95%	>95%
<b>Gap-Closing Target: All Focal Group Students</b>	<b>89.6%</b>	<b>90.8%</b>	<b>92.0%</b>
<b>3rd Grade ELA Proficiency</b>			
<b>Baseline Target: All Students</b>	<b>39.2%</b>	<b>40.7%</b>	<b>42.2%</b>
<b>Stretch Target: All Students</b>	<b>44.7%</b>	<b>47.7%</b>	<b>50.7%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>26.1%</b>	<b>28.1%</b>	<b>30.1%</b>
<b>Regular Attenders</b>			
<b>Baseline Target: All Students</b>	<b>58.9%</b>	<b>59.9%</b>	<b>60.9%</b>
<b>Stretch Target: All Students</b>	<b>60.4%</b>	<b>61.9%</b>	<b>63.4%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>47.7%</b>	<b>49.0%</b>	<b>50.3%</b>

**SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)**

**Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.**

	2025-26	2026-27	2027-28
<b>Local Optional Metrics</b>			
<b>Baseline Target: All Students</b>			
<b>Stretch Target: All Students</b>			
<b>Gap-Closing Target: All Focal Group Students</b>			

## **EXHIBIT C INSURANCE**

### **INSURANCE REQUIREMENTS**

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

### **WORKERS' COMPENSATION & EMPLOYERS' LIABILITY**

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

### **COMMERCIAL GENERAL LIABILITY**

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

### **AUTOMOBILE LIABILITY INSURANCE**

**Required**  **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

**PROFESSIONAL LIABILITY**

**Required**  **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

**EXCESS/UMBRELLA INSURANCE**

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

**ADDITIONAL INSURED**

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

**WAIVER OF SUBROGATION**

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

**CONTINUOUS CLAIMS MADE COVERAGE**

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

**CERTIFICATE(S) AND PROOF OF INSURANCE**

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

**NOTICE OF CHANGE OR CANCELLATION**

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

**INSURANCE REQUIREMENT REVIEW**

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

**STATE ACCEPTANCE**

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

**Additional Coverages That May Apply:**

**DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:**

**Required**    **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

**PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:**

**Required**    **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient’s employees and volunteers. Policy endorsement’s definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient’s employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

**Lincoln County School District  
Student Investment Account (“SIA”) and High School Success (“HSS”)  
Integrated Grants Plan Agreement  
with Eddyville Charter School**

**Amendment 1**

**This amendment** is made and entered into by and between Lincoln County School District and Eddyville Charter School as follows:

Section 6.1 and 6.2 shall be amended to read as follows:

**6.1 Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report, 2.5% of which may be used by Grantee to cover administrative costs.

**6.2 Services provided by the District.** The District will provide services from the Business Office and Learning Support Team (central office staff) as required for reporting, oversight and consulting purposes under this grant. Grantee shall pay District 2.5% of their total SIA allocation to cover these services.

Amendments shall be effective July 1, 2025 through June 30, 2027.

Except as amended herein, all other terms and conditions of the Agreement shall remain in full force and effect.

**SIGNATURES**

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

**LINCOLN COUNTY SCHOOL DISTRICT**

By: Kim Cusick 11/20/2025  
School District Representative Date

Kim Cusick, Business Services Director  
Printed Name, Title

**EDDYVILLE CHARTER SCHOOL**

By: Matt Shorb 12-1-25  
Charter School Representative Date

Matt Shorb, Superintendent  
Printed Name, Title

**Lincoln County School District  
Student Investment Account (“SIA”) and  
High School Success (“HSS”)  
Integrated Grants Plan Agreement  
with Eddyville Charter School**

**SECTION 1: AUTHORITY AND GRANTS**

- 1.1 Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (“the Act”). Lincoln County School District (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account (“SIA”) as described in Section 10, subsection 4 of the Act.
- 1.2 District and Eddyville Charter School (the “Grantee”) agree that Grantee shall receive funding for Grantee’s portion of the HSS Grant directly from the Oregon Department of Education (“ODE”). Grantee shall be solely responsible for all HSS requirements, including but not limited to, applications, reporting, execution of Grant activities, and execution of HSS grant agreements between Grantee and ODE, under the HSS Grant. District is not the fiscal agent for Grantee’s portion of the HSS Grant and is not responsible for oversight of Grantee under the HSS Grant.
- 1.3 District and Grantee have no other agreements for grants subject to ODE’s Integrated Grants Plan. Grantee shall make application for and manage all aspects of any other grants Grantee wishes to pursue unless otherwise required by ODE. If District is required to manage any aspects of other Integrated Plan Grants for Grantee, this agreement shall be amended in writing by mutual consent of the parties.

**SECTION 2: PURPOSE**

The purpose of the programs under which the SIA Grant is issued is to provide Eddyville Charter School funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

**SECTION 3: EFFECTIVE DATE AND DURATION**

This Grant shall be effective and have a Grant funding start date that is the same as the District’s effective date with the Oregon Department of Education (the “Department”), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with ODE. This Grant Agreement shall be in effect for the 2025-2026 and 2026-2027 fiscal years.

## **SECTION 4: GRANT MANAGERS AND NOTICES**

### **4.1 District's Grant Manager is:**

Kim Cusick, Business Services Director  
PO Box 1110  
Newport, OR 97365  
(541) 265-4409  
[kim.cusick@lincoln.k12.or.us](mailto:kim.cusick@lincoln.k12.or.us)

### **4.2 Grantee's Grant Manager is:**

Eric Clendenin, Principal  
PO Box 68  
Eddyville, OR 97343  
(541) 875-2942  
[eric.clendenin@lincoln.k12.or.us](mailto:eric.clendenin@lincoln.k12.or.us)

### **4.3 A Party may designate a new Grant Manager by written notice to the other Party.**

### **4.4 All notices under this Grant Agreement must be given in writing by email, personal delivery, or postage prepaid mail, to the Grant Managers listed above. Any notice so addressed and mailed becomes effective five (5) calendar days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.**

## **SECTION 5: PROJECT ACTIVITIES**

### **5.1 Grantee shall provide the project activities to the District prior to the application due dates set by ODE. The District will work collaboratively with the Grantee to identify appropriate projects and outcome measures that align with the district's priorities for the Student Investment Account. Approved projects and outcome measures will be added to this agreement as Appendix A. These may be amended from time to time as approved by and reported to ODE. Grantee shall notify District of such changes as soon as practicable but not later than the date of any invoices submitted to District for such activities.**

## **SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES**

### **6.1 Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 97.5% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report. The Grantee shall retain the

remaining 2.5% from their allocation to cover indirect costs of the District incurred for providing grant oversight, consulting and business services.

- 6.2 Services provided by the District.** The District will provide services from the Business Office and Learning Support Team (central office staff) as required for reporting, oversight and consulting purposes under this grant.

## **SECTION 7: DISBURSEMENT GENERALLY**

### **7.1 Disbursement.**

- 7.1.1** District's obligation to disburse funds under this Grant is dependent upon District receiving adequate funds from ODE under this Grant to cover the disbursement.
- 7.1.2** District shall disburse Grant Funds within ten (10) business days after receiving an itemized invoice with appropriate and adequate itemized backup from Grantee for activities approved under the Grant.
- 7.1.3** All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.
- 7.1.4** Grantee must establish a separate reporting fund in their accounting system for all funds received and expended under this Grant.
- 7.2 Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Mis-expended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Mis-expended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

## **SECTION 8: PERFORMANCE TARGETS**

- 8.1** Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's Project List as submitted in Appendix A and identified for each year of the Performance Period. The District shall work collaboratively with the Grantee to identify and communicate Performance Targets.
- 8.2** Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

## **SECTION 9: ACCOUNTABILITY**

- 9.1** Grantee is responsible to use state resources provided under this Grant for their intended purpose.
- 9.2** Grantee is responsible for all reporting required under the Integrated Program Grants Guidance. Grantee shall report directly to ODE in the reporting method provided by ODE, currently the Integrated Programs Reporting and Accountability Dashboard (RAD), meeting all ODE required deadlines, including but not limited to applications, budgets, longitudinal performance growth targets,

expenditures, proof of ongoing community engagement, progress narratives, and Board approvals.

- 9.3 Any changes to Appendix A (“the Project”), shall be made in consultation with the District and all approvals or denials of changes by ODE shall be reported to the District timely.
- 9.4 Grantee shall notify District immediately of any serious deficiencies noted by ODE, and shall work in good faith with ODE to correct the deficiencies timely. Any deficiency not remedied timely and in good faith per ODE or District’s discretion, may result in Grant fund disbursements being withheld from Grantee, and may require repayment of funds to ODE or District.

## **SECTION 10: RECOVERY OF OVERPAYMENTS**

If payments to Grantee under this Grant, or any other agreement between District and Grantee in performance of this Grant, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from any payments due Grantee under this Grant or from pass-through State School Fund payments, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

## **SECTION 11: GRANT DOCUMENTS**

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant less all exhibits, Appendix A (the “Project”).

## **SECTION 12: DEFENSE, INDEMNITY AND INSURANCE**

Subject to any and all limitations, exclusions, and notice requirements of the Oregon Tort claims Act (ORS 30.260 through 30.300) and the constitution of the State of Oregon, each party shall be responsible for their own acts and those of its officers, employees, or agents. The parties agree that they will hold harmless, waive, release, indemnify, defend, and discharge each other from all liability and claims arising from each party’s own acts and omissions. The parties agree to this defense and indemnification to the fullest extent allowed by law, which includes liability and claims arising from negligent acts or omissions. Each party agrees to have adequate general liability coverage to cover any tort claim that could arise from this agreement including coverage for sexual molestation and abuse, and injuries to the head, brain, neck and spine, in the amount of \$2,000,000 per occurrence and \$3,000,000 aggregate.

## **SECTION 13: DEFAULT**

- 13.1 Grantee will be in default under this Grant upon the occurrence of any of the following events:
  - 13.1.1 Grantee fails to perform, observe or discharge any of its financial accounting or reporting requirements under this Grant.
  - 13.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.
- 13.2 District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations to Grantee under this Grant.

## **SECTION 14: TERMINATION**

**14.1** This Grant may be terminated at any time by mutual written consent of the Parties.

**14.2** District may terminate this Grant as follows:

**14.2.1** Upon 30 calendar days advance written notice to Grantee;

**14.2.2** Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

**14.2.3** Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

**14.2.4** Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 calendar days after written notice thereof to Grantee; or

**14.2.5** As otherwise expressly provided in this Grant.

**14.3** Grantee may terminate this Grant as follows:

**14.3.1** Upon 30 calendar days advance written notice to District;

**14.3.2** Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 calendar days after written notice thereof to District; or

**14.3.3** As otherwise expressly provided in this Grant.

**14.4** Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

## **SECTION 15: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS**

**15.1** Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance.

**15.2** All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts.

**15.3** All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually.

**15.4** Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the

conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

**SECTION 16: COMPLIANCE WITH LAW**

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

**SECTION 17: TIME IS OF THE ESSENCE**

Time is of the essence in Grantee's performance of the Project activities under this Grant.

**SECTION 18: SEVERABILITY**

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

**SECTION 19: AMENDMENTS**

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

**SECTION 20: SIGNATURES**

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

**LINCOLN COUNTY SCHOOL DISTRICT**

By: Kim Cusick 4/14/2025  
School District Representative Date  
Kim Cusick, Business Services Director  
Printed Name, Title

**EDDYVILLE CHARTER SCHOOL**

By: Eric S. Clendenin 04/22/2025  
Charter School Representative Date  
ERIC S. CLENDENIN, SUPERINTENDENT  
Printed Name, Title

- b. Facilities & Maintenance/Transportation/Food Services
  - 1. Approval of Construction Manager/General Contractor (CMGC) Process
  - 2. Draft Natural Hazard Mitigation Plan Renewal

## Natural Hazard Mitigation Plan (NHMP) Overview for LCSD School Board Folder November 2025

Please find attached our updated (draft) Natural Hazard Mitigation Plan (NHMP), pending School Board adoption. It is an appendix in the Lincoln County Multi-Jurisdictional Natural Hazard Mitigation Plan (MJ-NHMP). FEMA requires that it is updated every five years. Our current plan expires December 2025.

A local NHMP identifies and examines the hazards, vulnerabilities, and risks facing a city, county, or special district, such as LCSD. It establishes a mitigation strategy to reduce impacts of natural disasters on people, property, and the environment. Having a current and customized NHMP also enables LCSD to be eligible to apply for certain federal grants and provides justification for those and other grant applications.

LCSD has identified 10 Mitigation Actions. Pages 44-63 include detailed descriptions and progress we've made on each since our last plan update. Mitigation Actions include:

- |  |                                    |
|--|------------------------------------|
| 1) Seismic Resilience,                       | 6) Disaster Coordination Capacity, |
| 2) North Lincoln City School,                | 7) Wildfire Safety & Resilience,   |
| 3) Response and Supply Planning,             | 8) Windstorm Mitigation,           |
| 4) CERT (Community Emergency Response Team), | 9) Backup Power, and               |
| 5) Mitigation Resources & Equipment*,        | 10) Safe Rooms**.                  |

\*Action #5 was expanded to include additional categories of equipment, so we moved generators out of #5 and established a dedicated Action Item #9 just for Backup Power.

\*\*Action #10 (Safe Rooms) is new in this plan.

FEMA has reviewed our updated (draft) plan and given us "Approval Pending Adoption" status. Attached is a draft resolution for the Board to consider for adoption.

Prepared by Sue Graves on 11/4/25.

# Lincoln County School District Addendum to the Lincoln County Multi-Jurisdictional NHMP



*Photos courtesy of Lincoln County School District*

Effective:

December XX, 2025 through December XX, 2030



LINCOLN COUNTY  
SCHOOL DISTRICT

Prepared for  
Lincoln County School District  
1212 NE Fogarty Street  
Newport, OR 97365

Prepared by  
The University of Oregon  
Institute for Policy Research & Engagement  
School of Planning, Public Policy, and Management

This Natural Hazard Mitigation Plan was prepared by:



UNIVERSITY OF  
OREGON

School of Planning, Public  
Policy and Management

Institute for Policy  
Research and Engagement

Planning grant funding provided by:



**FEMA**

Federal Emergency Management Agency (FEMA)  
Hazard Mitigation Grant Program  
Grant No: HMGP-PF-5446-01-P-OR

Additional Support Provided by:



*This material is a result of tax-supported research and, as such, is not copyrightable.  
It may be freely reprinted with the customary crediting of the source.*

# Table of Contents - test

INTRODUCTION.....	1
<i>Purpose and Adoption</i> .....	1
PROCESS AND PARTICIPATION .....	1
IMPLEMENTATION AND MAINTENANCE .....	2
<i>Implementation through Existing Programs</i> .....	3
<i>Capability Assessment</i> .....	5
Policies and Programs .....	5
Governance Structure and Personnel .....	6
Mitigation Successes.....	7
MITIGATION STRATEGY .....	8
RISK ASSESSMENT .....	11
<i>Hazard Identification</i> .....	11
<i>Hazard Analysis</i> .....	12
<i>Community Characteristics and Assets</i> .....	13
<i>Vulnerability Assessment</i> .....	13
<i>School District Area Profiles</i> .....	18
Lincoln City (North Area).....	18
Newport (West Area) .....	23
Toledo (East Area).....	31
Waldport (South Area).....	37
<b>ATTACHMENT A: ACTION ITEM STATUS AND FORMS .....</b>	<b>41</b>
<b>ATTACHMENT B: PUBLIC INVOLVEMENT SUMMARY .....</b>	<b>65</b>
<b>ATTACHMENT C: HAZARD MAPS.....</b>	<b>66</b>

## List of Tables

TABLE LCSD-1 ACTION ITEMS .....	9
TABLE LCSD-2 HAZARD ANALYSIS MATRIX .....	13
TABLE LCSD-3 FACILITIES SUMMARY .....	16
TABLE LCSD-4 LINCOLN CITY SCHOOLS & SUPPORT FACILITIES .....	18
TABLE LCSD-5 NEWPORT SCHOOLS & SUPPORT FACILITIES.....	23
TABLE LCSD-6 TOLEDO SCHOOLS & SUPPORT FACILITIES.....	31
TABLE LCSD-7 WALDPART SCHOOLS & SUPPORT FACILITIES.....	37
TABLE LCSD-8 STATUS OF ALL HAZARD MITIGATION ACTIONS IN THE PREVIOUS PLAN.....	41

## List of Figures

FIGURE LCSD-1 LINCOLN COUNTY SCHOOL DISTRICT ORGANIZATIONAL CHART (2025-26) .....	6
---	---

## List of Maps

MAP LCSD-1 DISTRICT BOUNDARIES .....	15
MAP LCSD-2 EARTHQUAKE LIQUEFACTION (SOFT SOIL) HAZARD AND ACTIVE FAULTS .....	67
MAP LCSD-3 PROBABILITY OF DAMAGING SHAKING.....	68
MAP LCSD-4 PERCEIVED SHAKING & DAMAGE POTENTIAL, PROBABILISTIC EARTHQUAKE MODEL .....	69
MAP LCSD-5 PERCEIVED SHAKING AND DAMAGE POTENTIAL, CSZ EARTHQUAKE MODEL .....	70
MAP LCSD-6 TSUNAMI INUNDATION SCENARIOS .....	71
MAP LCSD-7 FLOOD HAZARD ZONES (100- AND 500-YEAR FLOODPLAINS) .....	72
MAP LCSD-8 LANDSLIDE SUSCEPTIBILITY EXPOSURE.....	73
MAP LCSD-9 BURN PROBABILITY AND FIRE HISTORY (1992-2022).....	74
MAP LCSD-10 POTENTIAL WILDFIRE IMPACT (OVERALL) .....	75

## Mitigation Actions

MITIGATION ACTION #1: SEISMIC RESILIENCE .....	44
MITIGATION ACTION #2: NORTH LINCOLN CITY SCHOOL.....	47
MITIGATION ACTION #3: RESPONSE AND SUPPLY PLANNING .....	48
MITIGATION ACTION #4: CERT .....	51
MITIGATION ACTION #5: MITIGATION RESOURCES AND EQUIPMENT .....	53
MITIGATION ACTION #6: DISASTER COORDINATION CAPACITY.....	55
MITIGATION ACTION #7: WILDFIRE SAFETY AND RESILIENCE.....	57
MITIGATION ACTION #8: WINDSTORM MITIGATION .....	59
MITIGATION ACTION #9: BACKUP POWER (GENERATORS) .....	61
MITIGATION ACTION #10: SAFE ROOMS .....	63

# Introduction

## Purpose and Adoption

This is the Lincoln County School District (LCSD, School District) addendum to the Lincoln County Multi-Jurisdictional Natural Hazards Mitigation Plan (NHMP). This addendum is not intended to be a standalone document, rather information contained herein supplements information contained in Volume I (Basic Plan) which serves as the NHMP foundation and Volume II (Appendices), which provides additional information. This addendum meets the following requirements:

- Multi-jurisdictional **Plan Requirements: Participation** §201.6(a)(4),
- Multi-Jurisdictional **Plan Content: Risk Assessment** §201.6(c)(2)(iii),
- Multi-jurisdictional **Plan Content: Mitigation Strategy** §201.6(c)(3)(iv), and
- Multi-jurisdictional **Plan Content: Documentation** §201.6(c)(5).

## Process and Participation

This section of the NHMP addendum addresses 44 CFR 201.6(a)(3), *Participation* and 44 CFR 201.6(c)(5), *Plan Adoption*.

Lincoln County School District adopted their addendum to the Lincoln County Multi-jurisdictional NHMP on [Month DAY], 2025. FEMA Region X approved the Lincoln County NHMP on [Month DAY], 2025 and the district's addendum on [Month DAY], 2025. With approval of this NHMP the district is now eligible to apply for the Robert T. Stafford Disaster Relief and Emergency Assistance Act's hazard mitigation project grants through [Month DAY], 2030.

In addition to establishing a comprehensive community-level mitigation strategy, the Disaster Mitigation Act of 2000 (DMA2K), and the regulations contained in 44 CFR 201, require that jurisdictions maintain an approved NHMP to receive federal funds for mitigation projects. Local adoption, and federal approval of this NHMP ensures that the Lincoln County School District will remain eligible for hazard mitigation assistance project grants.

The Oregon Partnership for Disaster Resilience (OPDR) at the University of Oregon's Institute for Policy Research and Engagement (IPRE) collaborated with the Oregon Department of Emergency Management (OEM), Lincoln County, and Lincoln County School District to develop this addendum. Members of Lincoln County School District participated in the County NHMP update process (Attachment A and Volume II, Appendix B).

### Convener and Committee

The district's Safety Coordinator serves as the NHMP addendum convener. The convener of the NHMP addendum will take the lead in implementing, maintaining, and updating the addendum

in collaboration with the designated convener of the Lincoln County NHMP (Lincoln County Emergency Manager).

Representatives from the District met formally, and informally, to discuss the development of their addendum (Attachment A). They reviewed and developed the district's addendum, with a focus on their risk assessment and mitigation strategy (action items).

This addendum reflects decisions made at the designated meetings, and during subsequent work, and communication with OPDR.

The Lincoln County School District steering committee was comprised of the following representatives:

- Convener, Susan Graves, Safety Coordinator
- Dr. Majalise Tolan, Superintendent
- Rich Belloni, Facilities Director
- Tim Kaufman, Facilities Manager
- Bryan Freschi, Technology Director
- Joshua Bates, Technology Manager
- Jamie Nicholson, Child Nutrition Program Manager
- Patty Graves, Sodexo Nutrition Services Area General Manager
- Kim Cusick, Business Director

## Implementation and Maintenance

The Lincoln County School District Board of Directors will be responsible for adopting the addendum to the Lincoln County NHMP. This addendum designates the steering committee, and a convener to oversee the development, and implementation of action items. Because the District is part of the County's multi-jurisdictional NHMP, the District will look for opportunities to partner with the County. The district's steering committee will convene after adoption of the addendum on an annual schedule. The County is meeting on a quarterly basis and will provide opportunities for participating jurisdictions (cities and special districts) to report on NHMP implementation, and maintenance during their meetings. The steering committee, assembled by the convener, will be responsible for:

- Reviewing existing action items to determine suitability of funding;
- Reviewing existing, and new risk assessment data to identify issues that may not have been identified at NHMP creation;
- Educating, and training new steering committee members on the NHMP, and mitigation actions in general;
- Assisting in the development of funding proposals for priority action items;
- Discussing methods for continued public involvement;
- Evaluating effectiveness of the NHMP at achieving its purpose and goals (use Table 4-1, Volume I, Section 4, as one tool to help measure effectiveness); and
- Documenting successes, and lessons learned.

The convener will also remain active in the County’s implementation and maintenance process (Volume I, Section 4).

The Steering Committee will be responsible for activities outlined in Volume I, Section 4.

The district will utilize the same action item prioritization process as the County (Volume I, Section 4 and Volume II, Appendix D).

## Implementation through Existing Programs

Many of the NHMP’s recommendations are consistent with the goals and objectives of the district’s existing plans and policies. Where possible, the Lincoln County School District will implement the NHMP’s recommended actions through existing plans and policies. Plans and policies already in existence have support from residents, businesses, and policy makers. Many land-use, comprehensive, and strategic plans get updated regularly, allowing them to adapt to changing conditions and needs. Implementing the NHMP’s action items through such plans and policies increases their likelihood of being supported and implemented.

This NHMP is strategic and non-regulatory in nature, meaning that it does not necessarily set forth any new policy. It does, however, provide: (1) a foundation for coordination and collaboration among agencies, residents, and the district; (2) identification and prioritization of future mitigation activities; and (3) aid in meeting federal planning requirements and qualifying for assistance programs. The Lincoln County School District currently has the following plan[s] that relates to natural hazard mitigation. For a complete list visit the district’s [website](#).

**All Hazards School Emergency Plan:** Lincoln County School District has worked closely with local emergency response partners to develop an all-hazards, district-wide School Emergency Plan that is highly customized for their schools. The School District also developed a comprehensive, all-hazards **School Bus Emergency Plan**. These plans are based on the needs of each school, the specific hazards faced in Lincoln County, and emergency service agencies’ procedures and response capabilities. The emergency plans include procedures to help respond effectively to emergencies such as fires, earthquakes, tsunamis, tornados, hazardous materials, situations involving dangerous persons, threats, severe weather, medical emergencies, and more.

**Family Reunification Plan:** A Family Reunification procedure is used when it is necessary to release students directly to their parent, guardian or designated emergency contact due to an emergency that prevents a normal dismissal. This could include a fire or damage to a school building, a natural disaster, a field trip emergency or bus accident, a hazardous materials emergency, a severe winter storm, a situation involving a threat, weapon or violence at school or in the surrounding community, etc. In addition, the School District has robust Family Reunification Kits at each of their schools.

**Sheltering Plan:** Severe winter storms which bring flooding, downed trees and power lines, landslides, and other hazards, present challenges in transporting students (whether by bus or by family vehicles) to and from school/homes. For these reasons, having the capacity to shelter students for an extended amount of time is necessary. The School District has a Memorandum of Understanding (MOU) with the Red Cross for the use of all LCSD schools as Emergency Shelters.

The following schools also have very limited use generators and disaster supply caches: Taft High 7-12 school (Lincoln City), Newport Middle School (Newport), Toledo Elementary School (Toledo), and Waldport High School (Waldport). The School District also has a three-part Sheltering Protocol for situations when, 1) schools shelter students overnight; 2) Red Cross shelters the public in one of their schools; and 3) Dual Sheltering - if the school uses part of the school to shelter students and releases another portion of the school to the Red Cross for public sheltering.

The [Distant Tsunami Guidelines](#) outline procedures to guide administrators when there is a distant tsunami threat, which typically allows several hours of warning. Although none of the district's schools are located within the tsunami inundation zone, the plan emphasizes proactive coordination with emergency management agencies, clear communication protocols, and the potential for early school closures or transportation adjustments. The guidelines are designed to minimize risk by ensuring timely decision-making, maintaining student accountability, and supporting family reunification efforts in a calm and organized manner.

**Haz-Mat Preparedness:** All Lincoln County schools have Shelter-in-Place (SIP) supplies in all classrooms so that they can quickly seal off their environments in case of a hazardous materials spill in the community. The most likely hazardous materials spills would come from tanker trucks that travel daily, up and down Hwy 101, the many fish plants on the bayfront in Newport, and from the Georgia Pacific Lumber Mill and the large tanker trucks that travel on Hwy 20 and Sturdevant Road right in front of both Toledo schools on their daily routes to and from the mill. The School District does a complete SIP drill once per school year. The SIP supply buckets/toilets could be used for sanitation needs during an earthquake/tsunami when water/sewer infrastructure is destroyed. The School District participates in countywide hazmat tabletop exercises.

**Fire Preparedness:** All schools do monthly fire evacuation drills. The School District alternates their drill practices to include blocked exits, practicing during class and non-class times, and using an alternate evacuation assembly area. This helps staff and students get used to "options-based decision-making" so they can adjust their actions as needed depending on the hazard, threat, and circumstances.

**NOAA TsunamiReady Supporter:** In July 2013, Lincoln County School District was the first school district, nation-wide, to achieve the National Oceanic and Atmospheric Administration's (NOAA) TsunamiReady (TR) Supporter status due to our high level of tsunami awareness and preparedness. The School District's TsunamiReady (TR) status was renewed in 2019.

**Earthquake Training & Drills:** All schools conduct an earthquake drill twice per year which includes instruction using a customized earthquake/tsunami response video provided on the LCSD website. Key elements of the Lincoln County School District's Earthquake Plan includes procedures to 1) take protective measures during the ground shaking (drop, cover, & hold-on), 2) safely evacuate the building after the shaking stops, and 3) account for, supervise and meet the basic needs of students afterward. The School District conducts one of these drills in conjunction with the Great Oregon ShakeOut.

**Disaster Cache Operations Plan:** A Disaster Cache Operations Plan has been developed and is contained in each school’s Disaster Supply Cache. It includes instructions for deploying the cache and spells out the school administrator’s five main priorities and how to use the disaster cache to assist with addressing these: Student safety, immediate life-safety-needs, family reunification, immediate basic needs, and ongoing basic needs. Specific instructions are provided, as well as Task Cards, for how to accomplish each task associated with the cache plan.

**Communications:** The School District has several mechanisms in place to communicate effectively during various emergencies. All schools are equipped with NOAA Weather Alert Radios to receive immediate notifications of distant tsunami alerts, lightning storms, tornadoes, and other hazards. Each school also maintains multiple two-way radios to support emergency communication within the school and with neighboring schools. Additionally, the district operates a mass phone notification system capable of sending out hundreds or thousands of calls and messages simultaneously.

To further strengthen emergency communication capabilities, the district has implemented two key improvements in recent years:

- Each school is now equipped with a dedicated emergency landline phone to ensure communication during power or internet outages. These phones also provide a reliable way for off-site district personnel to reach school offices when other lines are overwhelmed.
- Base radios have been installed in all school offices, enabling direct communication between schools, school buses, and bus barns throughout Lincoln County.

**Tsunami Inundation/Evacuation Maps:** The Oregon Department of Geology and Mineral Industries (DOGAMI) has created Tsunami Inundation and Evacuation Maps for cities in Lincoln County. The maps help residents and visitors identify what areas are in the tsunami hazard zone and where to locate safe high-ground areas. The School District keeps copies of the maps on their website.

For additional information specific to each region of the School District see section below under community description and the School District website:

<https://lincoln.k12.or.us/resources/family/safety/>

## Capability Assessment

The Capability Assessment identifies and describes the ability of the School District to implement the mitigation strategy and associated action items. This is a key component of the Natural Hazard Mitigation Plan (NHMP) update. Capabilities can be evaluated through an examination of broad categories, including existing authorities, policies, programs, funding, and resources.

## Policies and Programs

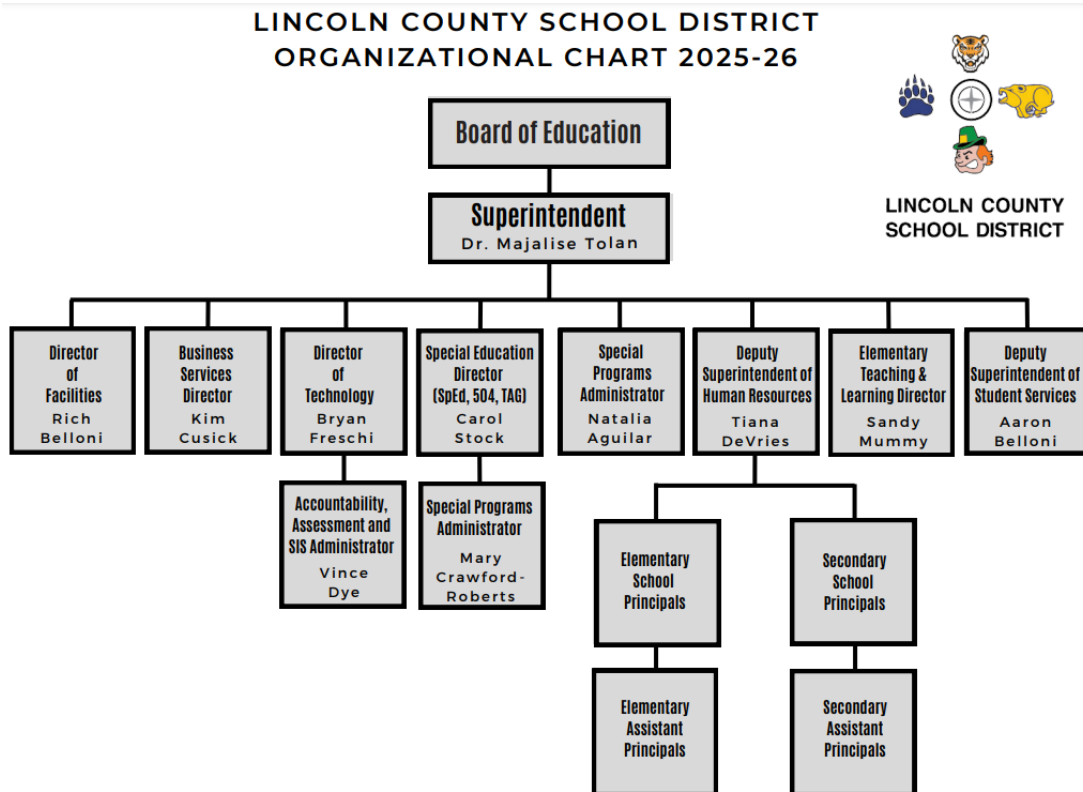
The NHMP provides direction for the School District to explore integration into other planning documents and processes. The School District maintains many plans and guidelines that relate to hazard mitigation. The district’s emergency plans are district-wide and tailored for each school.

These plans include procedures to help respond effectively to all hazards that could impact the schools. This NHMP can be used to supplement existing plans with the district’s exposure to natural hazards, vulnerabilities, and future actions to take.

## Governance Structure and Personnel

The School District vests policy authority in an elected five member School Board and places administrative authority for day-to-day operations in professional staff (see Figure LCSD-1, [organization chart](#)).

**Figure LCSD-1 Lincoln County School District Organizational Chart (2025-26)**



Source: Lincoln County School District

The following School District personnel have assignments that correspond to natural hazard mitigation.

- Safety Coordinator
- Facilities Director & Manager
- Business Services Director
- Technology Director & Operations Manager
- Child Nutrition Program Manager

## Mitigation Successes

This is a list of funding that School District has sought out or received from the Seismic Rehabilitation Grant Program (SRGP). For more information, visit Oregon Infrastructure Finance Authority's [Seismic Rehabilitation Grant Program](#).<sup>1</sup>

- Toledo High School, (2013-2014 grant award, \$1,468,092) to life-safety standards
- Sam Case Elementary School (2015-17, Phase II grant award, \$1,498,424) to life safety standards.
- Newport High School gym (2015-17, Phase II grant award, \$1,500,000) to life safety standards.
- Taft Elementary School gym (2017-19, Phase II grant award, \$2,493,455) to occupancy standards.
- Oceanlake Elementary School (2020 grant award, \$2,499,090 ) to occupancy standards.
- Yaquina View Elementary School classroom (2021 grant award, \$2,493,600) to occupancy standards. A SRGP grant was recently awarded to retrofit the remaining classroom (2025, \$2,493,860).

Below is a list of other mitigation projects that have been completed by the district since their first NHMP. Additional mitigation projects that have been completed by the district are presented in the School District Area Profiles.

- The School District passed a bond measure which included building a new high school in Waldport, out of the tsunami zone. The new high school opened for high school students in August 2013. The old high school was then closed.
- The School District received a Pre-Disaster Mitigation Grant from FEMA to demolish the old Waldport High School (WHS) that was in the tsunami zone and convert the land into open space. Funds from the grant were also used to demolish most of the old Waldport Middle School, except for the gymnasium (additional funds from the grant were used to demolish the old Taft Elementary School, in the tsunami zone in Lincoln City).
- A Disaster Cache Operations Plan has been developed and is contained in each school's Disaster Supply Cache. It includes instructions for deploying the cache and spells out the school administrator's five main priorities and how to use the disaster cache to assist with addressing these: Student safety, immediate life-safety-needs, family reunification, immediate basic needs, and ongoing basic needs. Specific instructions are provided, as well as Task Cards, for how to accomplish each task associated with the cache plan.
- LCSD performed a complete overhaul/update of their School Emergency Plan, strengthening existing protocols and adding protocols for additional hazards and threats.
- Training Videos were developed to correspond with each hazard and threat in the School Emergency Plan.

---

<sup>1</sup> The Seismic Rehabilitation Grant Program (SRGP) is a state of Oregon competitive grant program that provides funding for the seismic rehabilitation of critical public buildings, particularly public schools, and emergency services facilities.

# Mitigation Strategy

This section of the NHMP addendum addresses 44 CFR 201.6(c)(3)(iv), *Mitigation Strategy*.

The Lincoln County School District adopts the mission and hazard mitigation goals described in Volume I.

To develop the district’s mitigation strategy (action items), the Steering Committee assessed the district’s risk and identified potential issues to be addressed. The Steering Committee also noted what mitigation accomplishments have been made in recent years.

## **Priority Action Items**

Table LCSD-1 presents a list of mitigation actions. The highest priority actions are shown with orange highlight. The District will focus their attention, and resource availability, upon these achievable, high leverage, activities over the next five-years. Although this methodology provides a guide for the steering committee in terms of implementation, the steering committee has the option to implement any of the action items at any time. This option to consider all action items for implementation allows the committee to consider mitigation strategies as new opportunities arise, such as capitalizing on funding sources that could pertain to an action item that is not currently listed as the highest priority.

Table LCSD-1 Action Items

Mitigation Strategies		Impacted Hazard											Implementation and Maintenance				
Action Item #	Statement	Air Quality	Coastal Erosion	Drought	Earthquake	Extreme Heat	Flood	Landslide	Tsunami	Volcanic Event	Wildfire	Windstorm*	Winter Storm	Potential Funding Resources	Lead	Timeline	Cost
1	Seismically assess and retrofit vulnerable facilities and infrastructure to increase their resiliency to seismic hazards. Consider both structural and non-structural retrofit options.				X									Seismic Rehabilitation Grants (IFA), Local Funding Resources (general fund), grants	Facilities and Maintenance	L	H
2	Construct a new school in Lincoln City out of the Tsunami Inundation Zone.				X		X	X	X		X			Local Funding Resources, bond	Facilities and Maintenance	L	H
3	Develop disaster response plans, procure and stock emergency supplies on all school buses, and provide caches (food and emergency supplies) throughout the School District.				X		X	X	X		X	X	X	Local Funding Resources, grants	Safety Coordinator	Ongoing	L to H
4	Maintain and promote the Teen CERT program activity in the School District and recruit school staff members to be trained in CERT.	X			X	X	X	X	X	X	X	X	X	Local Funding Resources, grants	Safety Coordinator	Ongoing	L
5	Improve, maintain, and obtain resources and equipment essential for mitigating the impacts of disasters.	X			X	X	X	X	X	X	X	X	X	Local Funding Resources, HMA (HMGP), OREM, PIER, grants	Facilities and Maintenance	M	M to H
6	Develop, maintain, and enhance the School District's capacity to provide services during and after a disaster event.	X			X	X	X	X	X	X	X	X	X	Local Funding Resources, grants, bond	Safety Coordinator & Technology Director	M	L to H
7	Enhance the safety and resilience of school campuses and district facilities by developing and implementing comprehensive fire and wildfire mitigation strategies, while expanding emergency preparedness and evacuation capabilities to effectively respond to wildfire and other hazard-related threats.				X		X	X	X		X		X	Local Funding Resources, grants, bond	Safety Coordinator	S	L to H
8	Develop a wind and straight-line windstorm mitigation plan and perform actions to decrease the risk of damage from these high probability events.											X		Local Funding Resources, grants, bond	Safety Coordinator	S	L to H
9	Enhance the resilience and operational continuity of Lincoln County School District facilities during power outages by increasing backup power capacity through the acquisition and installation of reliable generators at critical school sites.				X			X	X		X	X	X	Local Funding Resources, grants, bond, FEMA HMA	Safety Coordinator	S	M to H
10	Strengthen student and staff safety during severe weather and other hazardous events by developing and implementing a comprehensive Safe Rooms Plan for each school facility, ensuring access to										X	X	X	Local Funding Resources, grants, bond, FEMA HMA	Safety Coordinator	S	L to H

Mitigation Strategies		Impacted Hazard											Implementation and Maintenance				
Action Item #	Statement	Air Quality	Coastal Erosion	Drought	Earthquake	Extreme Heat	Flood	Landslide	Tsunami	Volcanic Event	Wildfire	Windstorm*	Winter Storm	Potential Funding Resources	Lead	Timeline	Cost
	structurally reinforced, hazard-resistant shelter areas across the district.																

Source: Lincoln County School District steering committee, 2025.

Cost: L (less than \$50,000), M (\$50,000-\$499,999), H (\$500,000-\$5 million), VH (more than \$5 million),

Potential Funding Sources: HMA=FEMA's Hazard Mitigation Assistance disaster and non-disaster grant programs

Timing: Ongoing (continuous), Short (1-4 years), Medium (4-10 years), Long (10 or more years)

Priority Actions: Identified with orange highlight

\* - the windstorm hazard includes tornadoes (water spouts)

Dark Grey highlight indicates that the hazard does not impact the jurisdiction.

# Risk Assessment

This section of the NHMP addendum addresses 44 CFR 201.6(b)(2) - *Risk Assessment*. In addition, this chapter can serve as the factual basis for addressing Oregon Statewide Planning Goal 7 – Areas Subject to Natural Hazards. Assessing natural hazard risk has three phases:

**Phase 1:** Identify hazards that can impact the jurisdiction. This includes an evaluation of potential hazard impacts – type, location, extent, etc.

**Phase 2:** Identify important community assets and system vulnerabilities. Example vulnerabilities include people, businesses, homes, roads, historic places and drinking water sources.

**Phase 3:** Evaluate the extent to which the identified hazards overlap with, or have an impact on, the important assets identified by the community.

The local level rationale for the identified mitigation strategies (action items) is presented herein, and within Volume I, Section 2, and Volume II, Appendix C.

## Hazard Identification

This section profiles the district’s hazards and assesses their vulnerabilities, distinct from the countywide planning area. Detailed hazard profiles of the most significant countywide hazards are described in Volume I, Section 2. The detailed profiles include hazard characteristics, history, location, extent, previous occurrences, and probability of future occurrences. An event that affects the County, or applicable cities where district assets are located (Lincoln City, Newport, Toledo, Waldport), is likely to affect the district as well. In addition, because school district buses travel throughout the county multiple times every day, any event affecting any part of the county is likely to impact the school district. However, not all hazards impact the district assets. The district chose to profile the hazards shown in Table LCSD-2 due to the impact these hazards have upon their assets. Factors included during discussions by the district included the number of potential assets damaged, extent of damage, and length of time required for repairs (economic losses were also considered).

Additional information is found in the [Risk Assessment for Region 1, Oregon Coast, Oregon SNHMP \(2020\)](#).

### **National Flood Insurance Program (NFIP)**

The district does not have the authority to adopt and enforce floodplain management or other land use regulations for the areas within its jurisdiction. For more information on National Flood Insurance Program (NFIP) claims and other potential flood impacts, see the City of (Lincoln City, Newport, Toledo, Waldport (Volume III).

## Hazard Analysis

The NHMP steering committee updated the district’s previous [hazard analysis](#), to reflect current conditions. Where appropriate, changes were made to distinguish the district’s risks from those in the County’s hazard analysis, as detailed throughout this addendum. Table LCSD-2 shows the hazard analysis matrix listing each hazard in rank from high to low. For local governments, conducting hazard analysis is a useful step in planning for hazard mitigation, response, and recovery. The method provides the jurisdiction with a sense of hazard priorities but does not predict the occurrence of a particular hazard. See Volume I, Section 2 for methodology details.

Windstorm, winter storm, landslide, wildfire, Cascadia Subduction Zone earthquake, and local tsunami are the **high hazard threats** to the district. Distant tsunami, riverine flood, extreme heat event, and air quality/smoke are the middle hazard threats. Tornado, coastal flood, crustal earthquake, and volcanic event are the **low hazard threats**.

The school district’s primary responsibilities focus on the management, operation, and safety of educational facilities and services that support student learning. While the safety and well-being of students and staff are central to the district’s mission, the district does not serve as the lead agency for emergency response or public safety during hazard events.

Instead, the district works in close coordination with county and city agencies that have broader responsibilities for managing community-wide impacts. The district provides support through facility management, communication, and coordination related to school operations, while local jurisdictions lead efforts in emergency response, public safety, and disaster recovery.

Given this operational scope, the district is not directly impacted by the following hazards and does not maintain infrastructure or responsibilities that warrant profiling them in its hazard analysis: coastal erosion and drought. These hazards fall outside the district’s direct impact zone or operational purview and are more appropriately addressed by other agencies within the broader emergency management framework.

In addition, hazards classified in the “bottom tier” are considered to pose low vulnerability and/or low probability of occurrence within the district. As such, the district has chosen not to develop specific mitigation strategies for these hazards. Instead, it will collaborate with Lincoln County and relevant cities to support and implement mitigation efforts related to these lower-priority risks.

**Table LCSD-2 Hazard Analysis Matrix**

Hazard	Maximum				Total Threat Score	Hazard Rank	Hazard Tiers
	History	Vulnerability	Threat	Probability			
Windstorm	20	50	100	70	240	#1	Top Tier
Winter Storm	18	35	90	70	213	#2	
Landslide	20	40	80	70	210	#3	
Wildfire	10	40	100	56	206	#4	
Earthquake (Cascadia)	2	50	100	49	201	#5	
Local Tsunami	2	50	100	49	201	#6	
Distant Tsunami	10	30	80	49	169	#7	Middle Tier
Flood (Riverine)	20	15	40	70	145	#8	
Extreme Heat Event	8	15	60	56	139	#9	
Air Quality/Smoke	8	15	60	49	132	#10	
Tornado	8	10	30	56	104	#11	Bottom Tier
Flood (Coastal)	10	15	40	35	100	#12	
Earthquake (Crustal)	10	20	40	21	91	#13	
Volcanic Event	2	5	40	7	54	#14	

Source: Lincoln County School District steering committee, 2025.

## Community Characteristics and Assets

The Lincoln County School District in Oregon spans along the central Oregon Coast, from Lincoln City in the north to Yachats in the south. It serves a diverse set of coastal and inland communities (Map LCSD-1). The district encompasses both urban and rural areas, covering a wide geographic region that includes coastal lowlands, forested hills, and river valleys

The following section presents key demographic and asset information specific to the Lincoln County School District (see Table LCSD-3). These community characteristics influence how natural hazards affect the district and inform how mitigation strategies are developed and prioritized. Considering district-specific assets during the planning process helps identify effective and context-appropriate mitigation measures. For additional details on local vulnerabilities and resources, refer to the [area profiles](#) provided later in this document.

## Vulnerability Assessment

No development or population changes affected the jurisdiction’s overall vulnerability to their profiled hazards. In addition, development and population forecasts are not expected to increase or decrease the impact of their profiled hazards.

Due to the large geographic area, the district is at risk of many different natural hazards. Most district facilities are located on the coast, which could result in locations being cut off from each other in the event of an earthquake or tsunami. Some district facilities are also located in urban areas (Newport, Lincoln City), which provides opportunities for support that otherwise would not exist in more rural areas (Toledo & Waldport). The facilities located in

the eastern portion of the county are at higher risks of wildfire due to having drier and denser forested land.

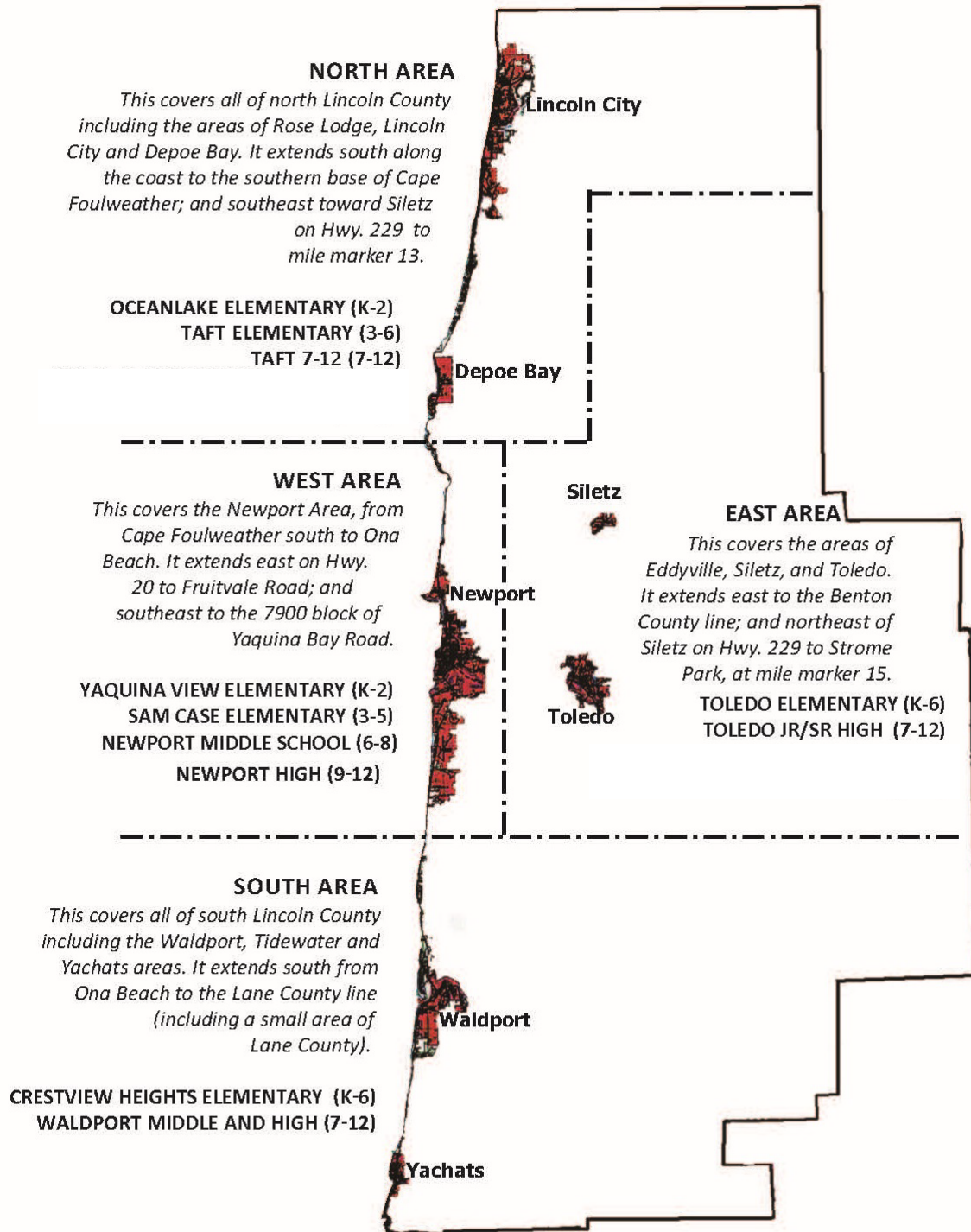
Table LCSD-2 provides the ranking of hazards of concern based on total threat score and Table LCSD-3 shows hazard impact to the district's assets.

Hazard area extent and location maps are included in Attachment B. Information shown on the maps is for planning purposes, represents the conditions that exist at the map date, and is subject to change. Refer to the original source documentation to better understand the data sources, results, methodologies and limitations of each dataset presented.

### **2007 Rapid Visual Survey**

Oregon adopted statewide building codes in the 1970s, but more rigorous seismic standards were not implemented until the 1990s and early 2000s. While all Lincoln County School District buildings have been relocated outside of tsunami inundation zones, some facilities may still require seismic upgrades to meet current safety standards (see related action items). The Oregon Department of Geology and Mineral Industries (DOGAMI) conducted an assessment in 2007 to estimate the seismic resilience of public buildings in Lincoln County, including schools and public safety facilities. For more information click this link: [DOGAMI report O-07-02: Statewide Seismic Needs Assessment](#).

## Map LCSD-1 District Boundaries



Source: Lincoln County School District

Note: This map shows approximate boundaries for general informational purposes only.

**Table LCSD-3 Facilities Summary**

Name/Number	Address	Identified Hazard Exposure										
		AQ	CE	DR	EQ	EH	FL	LS	TS	VE	WF	WS
<b>Lincoln City Schools</b>												
Oceanlake Elementary	2420 NE 22 <sup>nd</sup> St, Lincoln City				X			X				
Taft Elementary <sup>^</sup> <i>(former high and middle)</i>	4040 SE High School Dr, Lincoln City				X			X			X	
Taft 7-12 High* <i>&amp; Future Bound Alternative</i>	3780 SE Spyglass Ridge Dr, Lincoln City <i>(housed in the Voris Field Building)</i>				X						X	
<b>Newport Schools</b>												
Yaquina View Elementary	351 SE Harney St, Newport				X			X				
Sam Case Elementary	459 NE 12 <sup>th</sup> St., Newport				X							
Newport Middle <i>&amp; Future Bound Alternative</i>	825 NE 7 <sup>th</sup> St, Newport				X			X			X	
Newport High – East	322 NE Eads St, Newport				X							
Newport High– West* <sup>^</sup> <i>Newport High Young Adult ECEL Program Education for Community Employment &amp; Life</i>	311 NE Eads St, Newport				X							
<b>Toledo Schools</b>												
Toledo Elementary	600 SE Sturdevant Rd, Toledo				X			X			X	
Toledo Jr/Sr High* <sup>^</sup> <i>(in County)</i>	1800 NE Sturdevant Rd, Toledo				X			X			X	
<b>Waldport Schools</b>												
Crestview Heights	2750 Crestline Dr, Waldport				X						X	
Waldport Middle and High* <sup>^</sup>	3000 Crestline Dr, Waldport										X	
<b>District Offices &amp; Support Facilities</b>												
Teaching & Learning Center/District Office <b>(EOC)</b>	1212 NE Fogarty St, Newport				X			X			X	
The Compass Center for Youth & Families	459 SW Coast Hwy, Newport, OR				X							
Facilities & Maintenance - North	Holly Farm 6110 NE Devils Lake Blvd, Lincoln City				X		X		X			

**Table LCSD-3 Facilities Summary**

Name/Number	Address	Identified Hazard Exposure											
		AQ	CE	DR	EQ	EH	FL	LS	TS	VE	WF	WS	WT
Facilities & Maintenance – Main ( <i>Alternate EOC</i> ) Sodexo Nutrition & Custodial Services	295 NE Burgess Rd, Toledo				X								
Arcadia School (District Support Offices)	1811 NE Arcadia Dr, Toledo, OR				X			X					
<b>Transportation</b>													
Bus Barn – Main (Toledo)	Located at Facilities & Maintenance (Main)				X			X				X	
Bus Barn – North (Lincoln City)	Holly Farm Bus Barn 6110 NE Devils Lake Blvd				X			X				X	
Bus Barn – South (Waldport)	Located at Crestview Heights School				X			X				X	
<b>Childcare and/or Preschool</b>													
Early Intervention (Early Childhood Center)	420 NE 12th St, Newport				X								
Tiger Preschool	Located at Oceanlake Elementary, Lincoln City	See vulnerability data for facility that this program is located within											
Early Intervention	Located at Oceanlake Elementary, Lincoln City												
Baby Cubs Childcare & Teen Parent Program	Located at Newport High – West, Newport												
Cubby Preschool	Located at Yaquina View Elementary, Newport												
Baby Boomers Preschool	Located at Toledo Elementary School, Toledo												
Wee Irish Preschool	Located at Crestview Heights, Waldport												

Source: Information provided by Lincoln County School District  
 Potential impact from DOGAMI, Open-File Report O-20-11, Lincoln County Natural Hazard Risk Report (2020).  
 Dark Grey highlight indicates that the hazard does not impact the jurisdiction.

Table Key:

“X” – Facility may be exposed and may be impacted by the identified hazard per a visual inspection of the mapped hazard area

Notes: \* - School Based Health Center Operated by Lincoln County Health and Human Services; ^ - Homeless Education & Literacy Program Center (HELP)

[blank] = facility exposure has not been assessed for this hazard

Hazard Descriptions:

AQ = Air Quality

CE = Coastal Erosion

DR = Drought

EH = Extreme Heat

EQ = Earthquake

FL = Flood

LS = Landslide

TS = Tsunami

VE = Volcanic Event

WF = Wildfire

WS = Windstorm/Tornado

WT = Winter Storm

## School District Area Profiles<sup>2</sup>

The following section provides information on the School District specific demographics and assets. Many of these community characteristics can affect how natural hazards impact communities, and how communities choose to plan for natural hazard mitigation. Considering the School District specific assets during the planning process can assist in identifying appropriate measures for natural hazard mitigation.

### Lincoln City (North Area)

Table LCSD-4 shows schools and support facilities within Lincoln City. The three schools serve approximately 1,700 children from an expansive geographic region: from Otter Rock & Depoe Bay in the South, to several miles up Hwy 229 to the East towards Siletz, and out to Cascade Head area off Hwy 101 to the North and to Rose Lodge area on Hwy 18 to the Northeast (Map LCSD-1)

**Table LCSD-4 Lincoln City Schools & Support Facilities**

School/Facility Name	Address
Oceanlake Elementary School (pk-2)	2420 NE 22nd St
Taft Elementary School (3-6)	4040 SE High School Dr
Taft 7-12 High School (7-12)	3780 SE Spyglass Ridge Dr
Facilities & Maintenance – North	New: 6110 NE Devils Lake Blvd
Bus Barn – North (Holly Farm Bus Barn)	6110 NE Devils Lake Blvd

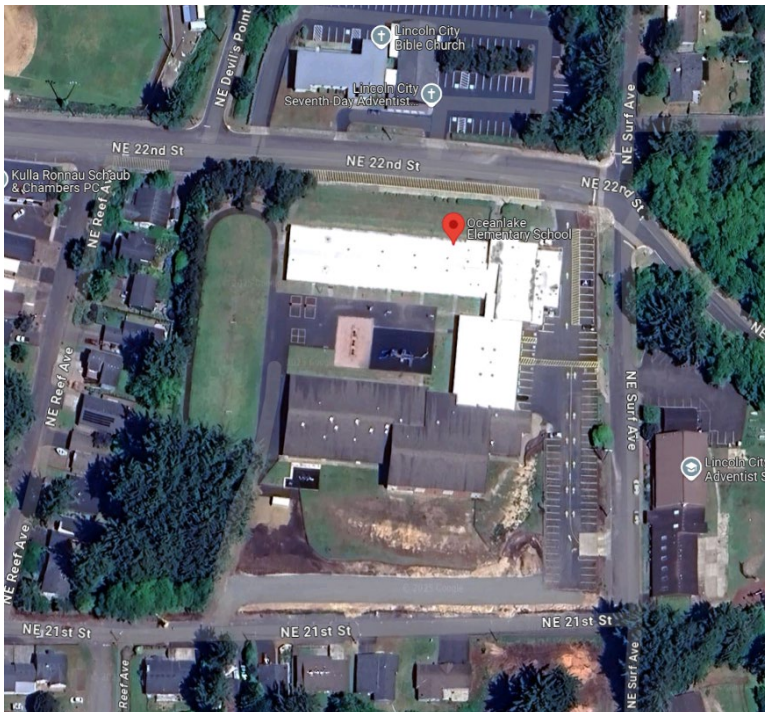
**Oceanlake Elementary School (OLE)** serves students in grades pK-2. It was originally built in 1951, and a new wing was constructed with the 2012 Bond. It also houses a daily afterschool program and summer all-day program operated by Lincoln City Parks & Recreation. Preschool and Early Intervention Preschool were added to this school since the last NHMP update. Directly across the street is a private K-12 school (Lincoln City Christian School). OLE is in the middle of the city, near the swimming pool, fire station, ambulance company, and hospital. It is loosely bordered on the west by Hwy 101 going north and south, the Pacific Ocean to the West, and Devils Lake to the East. The building is mostly single-story, except for one section that has a basement and two small sections that have a second story. This school had a major addition (of classrooms, a gymnasium and a new office area) due to the passage of a 2012 construction bond. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Oceanlake Elementary School, because of its geographic location, will not be able to rely on the sheltering capacity available at Taft High School, which is the main Red Cross shelter for Lincoln City. Oceanlake School needs its own full-school generator since students would likely need to shelter there during severe weather emergencies. At the time of the last NHMP, the south and west portion of the campus was heavily wooded with dense trees, increasing risk to the school when considering the high probability wind events and wildfire events. Since then, the goal to create defensible space around this school was partially

---

<sup>2</sup> This section was authored by Sue Graves, Lincoln County School District Safety Coordinator, and edited by OPDR.

accomplished when they removed a large portion of trees and underbrush along the south side of the building to create a new on-campus driveway. The School District received a SRGP grant to retrofit the gym and that work was completed (SRGP 2020, \$2,499,090).

### Oceanlake Elementary School



**Taft Elementary School (TAES)** serves students in grades 3-6. The school also has a HELP Center (Homeless Education and Literacy Program) for the School District’s families/students experiencing homelessness. It also houses a daily 21st Century After-School Program. The school, built in 1951, has had at least six additions, making it more vulnerable to seismic hazards. It is located on the top of a hilly site with a heavily wooded canyon on its east side (with wetlands), making it at high risk for wildfire and wind damage. While most of the school is single story, the

portion adjoining the gymnasium has a basement and a second floor. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). However, an independent engineering evaluation indicated that the gymnasium area of the school has a greater risk for collapse. The School District received a SRGP grant to retrofit the gym and that work was completed.

**Taft 7-12 High School (TAHS)** serves students in grades 7-12. In addition, Lincoln County Health & Human Services operates a School-Based Health Center at the school. There is also an alternative middle school called Future Bound on the campus located in the grandstand offices at Voris Field. The school, built in 1998, is a two-story building flanked by wetlands to the immediate west and dense forest to the east. The forest's presence makes the area particularly vulnerable to wildfires and wind damage, prompting the school district to conduct brush mitigation efforts to help reduce this risk. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Taft 7-12 is a designated Temporary Tsunami Assembly Area for this area of Lincoln City and is the primary Red Cross Shelter for Lincoln City.

Taft Elementary School and Taft 7-12 High School share a larger campus with multiple athletic fields and a neighboring community college. Because these schools are bordered by forest lands, they are at higher risk for wildfires, wild animals wandering onto campus, and errant gun shots, due to target shooting nearby. Both Taft schools are geographically within walking distance of one of Lincoln City's fire stations.

### Taft Elementary School & Taft 7-12 High School



**Transportation & Support Facilities**

**Buses & Bus Barn:** School buses and a bus barn have been housed for many years at the old Taft Elementary School property in the tsunami zone (on SE 50<sup>th</sup> Street). In 2019 the buses and bus barn were relocated to a site on the North end of Lincoln City. The new facility is outside of the tsunami zone on NE Devils Lake Rd. However, this property is surrounded by dense forest and is at high risk for wildfire and wind damage.

**Facilities & Maintenance Building (North):** The School District Facilities & Maintenance building was in the tsunami zone at the old Taft Elementary School property, but it moved out of the tsunami zone to the same property as the bus barn.

**Facilities & Maintenance North**



*Former Facilities & Maintenance Building*



*New Facilities & Maintenance Building (alongside the Bus Barn)*

## **Natural Hazard Preparedness and Mitigation Activities**

**Generator:** Taft High School has an old and obsolete generator with an underground 500-gallon tank of diesel fuel. It doesn't power up much of the school and it often doesn't work. The school also has a large freezer that holds a month worth of food for the school. Taft High is the primary designated shelter school for Lincoln City. The School District recently were awarded a Planning, Infrastructure, and Economic Revitalization (PIER) Grant to purchase a new full-school generator and 2,500 gallon above-ground fuel tank. The work has not yet started.

**Earthquake/Tsunami Hazard:** Several years ago, the School District closed the old Taft Elementary School on 51st Street, which was in the tsunami zone and incorporated those students into other Lincoln City schools. Subsequently, the School District used FEMA PDM Grant funds (from the Waldport grant) to demolish the old Taft elementary school. Currently, all Lincoln City schools are out of the tsunami hazard zone. However, in the event of a large Cascadia Subduction Zone earthquake and tsunami, it is expected that access to all Lincoln City schools will be unavailable due to tsunami inundation on Hwy 101 (both north and south) and Hwy 18 to the east. Current building codes are for life-safety only and do not provide for re-occupancy after a Cascadia Subduction Zone Earthquake. Scientists expect roads and bridges to have significant damage from a local earthquake and tsunami. The School District expects all basic infrastructure services to be destroyed/damaged by the earthquake. In anticipation of this, the School District is preparing to do search and rescue as much as feasible, provide medical support, expect delayed family reunifications, and provide for the basic needs of students and staff for many days and possibly several weeks before help may arrive. More work is to be done to be adequately prepared.

**Teen CERT:** Taft High School (TAHS) has a robust, semester long Teen CERT class in which students learn about hazards that may impact their area and are taught how to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed. These students will be the first responders at both Taft schools if a large Cascadia Subduction Zone earthquake occurs when school is in session. Since the 2009/10 school year, over 460 TAHS students have taken the Teen CERT semester course. North Lincoln Fire & Rescue, Depoe Bay Fire & Rescue, and CERTs of Lincoln County assist with this course. Unfortunately, the Teen CERT students will not be able to serve Oceanlake Elementary School due to geographic distance and expected tsunami inundation.

**Disaster Supply Caches:** In 2012 and again in 2015 the School District collaborated with the county, city, fire, Oregon Coast Community College, and other agencies and organizations to develop Disaster Caches of basic survival supplies. One Cache is located at Taft High School and the other was near Oceanlake Elementary in the Kirtsis Field parking lot. Since the 2020 NHMP update the School District, with community partners, moved the Kirtsis Field cache to OLE and added an additional container of supplies at OLE. They also added an additional container of supplies at Taft High. These caches are designated for use by the schools if a disaster occurs when school is in session (this includes neighboring schools). Otherwise, they will be available for city and fire to assist with the basic needs of the community in a disaster. More disaster cache supplies are needed at both cache sites.

**Other Preparedness Activities:** The school district partners with local emergency service agencies to provide regular Emergency Preparedness Fairs in Lincoln City. They also participate in tabletop and full-scale exercises such as tsunami drills, active shooter exercises, hazardous materials spills, and more. Several years ago they collaborated with community partners and coordinated a citywide tsunami drill. A portion of Taft High School was activated as a Red Cross Shelter, and the City & Fire set up a mobile command post at Taft HS. In addition, a Coast Guard Helicopter practiced landing on the field.

**Partner Organizations for Lincoln City Schools**

- City of Lincoln City
- Lincoln City Police Department
- Lincoln City Emergency Management
- Lincoln City Parks & Rec.
- Lincoln County Sheriff’s Office
- Oregon State Police
- North Lincoln Fire & Rescue
- Depoe Bay Fire & Rescue
- Samaritan North Lincoln Hospital
- Pac West Ambulance
- Lincoln County Emergency Management
- American Red Cross
- Community Emergency Response Team
- National Weather Service
- First Student Bus Company
- Sodexo Nutrition & Custodial Services
- Linn Benton Lincoln ESD Early Intervention
- Lincoln County Health & Human Services School-Based Health Centers
- U.S. Coast Guard Stations Depoe Bay and North Bend

**Newport (West Area)**

Table LCSD-5 shows schools and support facilities within Newport. These four schools serve approximately 2,100 children from a large geographic region from Otter Rock/Hwy 101 in the North, to several miles up Hwy 20 to the East, and down to Seal Rock/Hwy 101 to the South (Map LCSD-1). Many students have variances to attend Newport schools and self-transport from all over Lincoln County to Newport schools.

**Table LCSD-5 Newport Schools & Support Facilities**

School/Facility Name	Address
Yaquina View Elementary School (pK-2)	351 SE Harney St
Sam Case Elementary School (3-5)	459 NE 12th St.
Early Childhood Center (pre)	420 NE 12th St
Newport Middle School (6-8)	825 NE 7 <sup>th</sup> St
Newport High School – East (9-12)	322 NE Eads St
Newport High School – West (9-12)	311 NE Eads St
The Teaching & Learning Center (District Offices)	1212 NE Fogarty St
The Compass Center for Youth & Families (Offices)	459 SW Coast Hwy

**Yaquina View Elementary School (YVE)** serves students in grades pK-2 and was built in 1961 and has had at least four additions since that time. YVE is in the middle of the city, just off Hwy 20 and on a hill above the Bayfront. Yaquina View School was officially closed as a school several years ago due to budget cuts. It was subsequently reopened and fully occupied with a variety of services: preschool, alternative high school, early intervention, homeless literacy program, and various district services. It was reopened as a kindergarten through grade 2 school. Information on the school’s estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Since the 2020 NHMP, seismic rehabilitation grants were awarded, and the oldest part of the school was retrofitted (SRGP 2021, \$2,493,600). A SRGP grant was also awarded to retrofit the classroom wing of this school (SRGP 2025, \$2,493,860). Seismic rehabilitation funds are still needed to strengthen the rest of this school and reduce the risk of injury and loss of life in an earthquake.

This school is located at the top of the hill leading to the bayfront (Yaquina Bay) and is bordered on two sides by significant mapped landslide areas on DOGAMI’s current SLIDO map. This school has been designated as a “Temporary Tsunami Assembly Area” on DOGAMI’s new Tsunami Map of the area. Yaquina View Elementary School, along with all LCSD schools, are designated Red Cross Community Shelters. LCSD has a written agreement with the Red Cross for the use of their schools in disaster situations. They also have a 3-part Overnight Sheltering guide that describes how the school can shelter students, how the Red Cross shelters the community, and how to safely conduct a dual sheltering operation. This school does not have a generator which is a limiting factor. At the time of the last NHMP, there was no disaster cache supply located here to support shelter students, staff, or the community. Since then, LCSD added a supply cache of supplies, a greenhouse, and a school garden. The covered play shed was removed, and a new gym was built at this school since the last NHMP update.

### Yaquina View Elementary



**Sam Case Elementary School (SCE)** serves students in grades 3-5 and was built in 1958. The Early Childhood Center (ECC) is operated by the Linn Benton Lincoln Educational Service District and provides services to preschool age children. SCE and ECC are divided by a busy public street: 12th Street. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Prior to the 2015 NHMP, Newport Fire Department expressed interest in partnering with the School District so that in a natural disaster they could take over ECC and convert it into their command center, since the fire department's main station was considered likely to collapse. Since the 2015 NHMP, both the school district (SRGP 2015-2017 Phase II, \$1,498,424) and the fire department (SRGP 2013-2014, \$1,491,223) received seismic rehabilitation grants and both Sam Case Elementary School and Newport Main Fire Station are seismically strengthened. As such, the fire department no longer needs to use the ECC as their command center during a seismic event. SCE has an arrangement with the Presbyterian Church on 12th Street for the use of its church in case an off-campus evacuation is necessary.

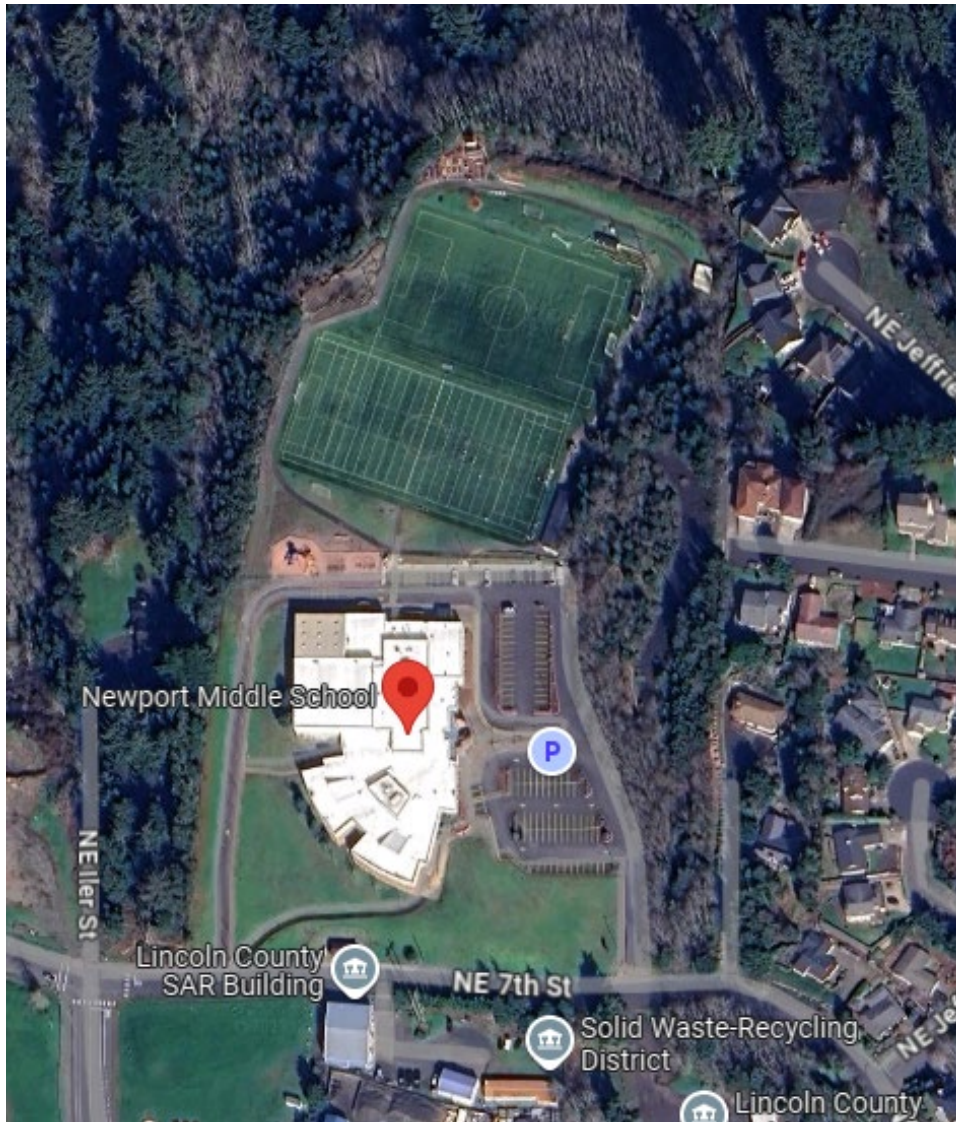
At the time of the 2020 NHMP, there was no disaster cache supply located here to support shelter students, staff, or the community. Since then, LCSD added a supply cache of supplies and the fire department added their own cache of supplies, they also added a greenhouse, and a school garden. Sam Case Elementary School, along with all LCSD schools, are designated Red Cross Community Shelters. LCSD has a written agreement with the Red Cross for the use of their schools in disaster situations. They also have a 3-part Overnight Sheltering guide that describes how the school can shelter students, how the Red Cross shelters the community, and how to safely conduct a dual sheltering operation. However, this school does not have a generator, which is a limiting factor. Further, this school is flanked on the north and east sides by dense forest and is a high risk of wind damage and wildfire damage. In fact, since the last NHMP update, trees have fallen onto Sam Case Elementary School on at least two occasions.

## Sam Case Elementary School & Early Childhood Center



**Newport Middle School (NMS)** serves students in grades 6-8 and was built in 1998. It also houses an alternative middle school called “Future Bound.” NMS is nestled up next to a dense, forest area to the north and west, making it vulnerable to wildfires. The hill bordering the east side of the school and parking lot had a significant slide on it a few years ago due to heavy rain. Information on the school’s estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). The school was built on a hill with fill and has multiple stories. There are already several cracks in the hallway floors. This could present challenges in a large Cascadia Subduction Zone earthquake. Nevertheless, NMS has been designated a Temporary Tsunami Assembly Area and is also the primary designated Red Cross school shelter in Newport. The School District has participated with multiple agencies in several different full-scale exercises at this school and have activated NMS as a Red Cross Shelter for these drills. Since the last NHMP, LCSD relocated a 2-shipping container disaster cache from an off-campus neighboring site and onto the NMS campus. They also added an additional container of supplies on campus.

## Newport Middle School



**Newport High School (NHS)** serves students in grades 9-12. NHS has a Teen-parent childcare program and preschool. In addition, Lincoln County Health & Human Services operates a School-Based Health Center at the school. There is a young adult special education learning program called Education for Community Employment and Life (ECELE) for students through age 21.

The NHS East and West buildings share a campus that is divided by Eads Street. Several years ago, the school district and city worked together to get Eads Street closed to through-traffic during school hours. This significantly reduced the risk of student/pedestrian injuries but it doesn't keep the public from walking through campus at any time of the school day, increasing risk to students as they pass from class-to-class multiple times each day. The east side of Newport High's East Campus borders the County Fair Grounds.

Information on the school’s estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). A seismic rehabilitation grant was awarded and the gymnasium on the east campus was retrofitted (SRGP 2015-2017, Phase II, \$1,500,000). Seismic rehabilitation funds are still needed to strengthen other areas of these buildings and reduce the risk of injury and loss of life in an earthquake. This school does not have its own disaster supply cache and is expected to walk up to Newport Middle School to share the supplies stored there. A small disaster supply cache is needed at NHS for incidents when relocating to NMS does not make sense. Since the 2020 NHMP, the old grandstands were removed and replaced.

## Newport High School East & West



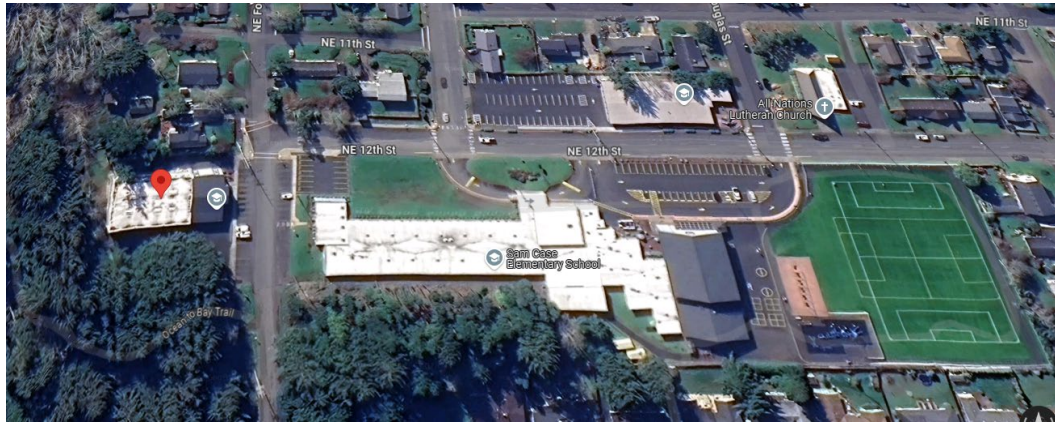
### District Offices & Support Facilities

We have two support facilities in Newport: 1) our District Offices, called the Teaching and Learning Center (TLC), and 2) the Compass Center for Youth & Families. These buildings are not in the tsunami zone and neither has had a Rapid Visual Screening assessment by DOGAMI.

**The Teaching & Learning Center/District Offices (TLC):** Since the 2015 NHMP, the School District acquired the City of Newport’s vacated public swimming pool that was built in 1965. In 2018 they remodeled it into a two-story office and training building with a basement for storage. It now serves as the main District Office and professional development center. On the north and east sides and partially on the south side, TLC is nestled up against a forest and canyon area called “Forest Park.” To the west, a public street separates TLC from Sam Case Elementary School. After doing earthquake drills at TLC, the School District is concerned about getting out of the building and to a safe evacuation assembly area after an earthquake. There are power

poles/lines to the west and south. There is a dense forest/canyon to the north and east, part of this forest/canyon is in the tsunami zone, and the risk of trees falling and/or landslides is also a concern. Further, the wildfire and severe wind hazard is of concern at this facility due to its immediate proximity to a dense wooded area. With this acquisition came the designation of two spaces in the building as a Primary and Secondary Emergency Operations Center. This facility needs a generator, an EOC plan, EOC equipment and supplies.

### District Offices/Teaching & Learning Center (TLC)



The Compass Center for Youth & Families was the former location of the School District offices. This building currently houses additional district staff offices. The Compass Center is a 1937, concrete, three-story building and there is concern about safety during an earthquake. The two-story garage structure is aging, and the entire building needs seismic rehabilitation, including the demolition of the two-story garage structure. There is no generator here and there are no disaster supplies stored here.

### The Compass Center for Youth & Families



**Transportation/School Buses:** The School District does not store school buses in Newport. Regional buses are stored at the main bus barn in Toledo.

## Natural Hazard Preparedness and Mitigation Activities

- **FEMA Post-Disaster Mitigation Grant:** In 2023, the School District received a Post Fire Mitigation Grant of approximately \$1,400,000 for ignition resistant construction on six of our school sites to help prevent loss of life and property from wildfires. Schools in the grant include: Arcadia School (Toledo), **Newport Middle School, Newport High School East, Newport High School West**, Crestview Heights School (Waldport), and Waldport High School.
- **Generator:** Newport Middle School has an old and obsolete very small generator with 50-gallon tank of diesel fuel. It doesn't power up much of the school and it often doesn't work. In 2025, we were awarded a Planning, Infrastructure, and Economic Revitalization (PIER) Grant to purchase a new full-school generator and 2,500 gallon above-ground fuel tank. The work has not yet started.
- **Earthquake/Tsunami Hazard:** None of the Newport schools are in the tsunami hazard zone. However, in the event of a large Cascadia Subduction Zone earthquake and tsunami, access to all Newport schools will be unavailable because they will be cut off from all major transportation routes due to tsunami inundation at: Hwy 101 South at the Yaquina Bay Bridge, Hwy 101 North near Walmart, and Hwy 20 to the East. Current building codes are for life-safety only and do not provide for re-occupancy after a Cascadia Subduction Zone Earthquake. Scientists expect roads and bridges to have significant damage from a local earthquake and tsunami. The School District expects all basic infrastructure services to be destroyed/damaged by the earthquake. In anticipation of this, we will need to be prepared to do our own search & rescue, provide medical support, expect delayed family reunifications, and provide for the basic needs of students & staff for many days and possibly several weeks before help may arrive.
- **Teen CERT:** Newport High School had a Teen CERT program for one year during the 2010/11 school year but had to discontinue it due to budget cuts. Since the 2015 NHMP, the school has reinstated the Teen CERT semester class starting in the 2018/19 school year. In this semester long Teen CERT class students learn about hazards that may impact their area and are taught how to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed. These students will be the first responders at both NHS & NMS schools if a large Cascadia Subduction Zone earthquake occurs when school is in session. Reinstating the Teen CERT program made the school eligible for funds to purchase a Teen CERT Disaster Response Cache located in wind and watertight shipping containers in the NHS parking lot. Newport Fire & Rescue and the CERTs of Lincoln County assist with this course.
- **Disaster Supply Caches:** In 2013, initial Disaster Caches were established across the street from Newport Middle School in the County's secure Marine Lot and at the South Beach Oregon Coast Community College Campus. The project was a partnership between the County, School District, City of Newport, Newport Fire, Oregon Coast Community College, OSU Hatfield Marine Science Center, Oregon Coast Aquarium, and the Oregon Department of Fish and Wildlife. The caches have a limited supply of tents, water, and some basic survival supplies. An additional container is needed to store additional supplies. Since the 2015 NHMP, the disaster cache was relocated to another county field near the schools, and the School District partnered with the City of Newport to add more tents and survival food supplies to the cache. These caches are designated for use by the schools if a disaster occurs when school is in session. Otherwise, they will be available for city and fire to assist with the

basic needs of the community in a disaster. Since the 2020 NHMP, the containers were moved to the Newport Middle School campus and an additional container of supplies was added. Additional supplies are needed, including but not limited to cots, tents, and more food.

- **Other Preparedness Activities:** The school district partners with local emergency service agencies to provide regular Emergency Preparedness Fairs in Newport. They also participate in tabletop and full-scale exercises such as tsunami drills, active shooter exercises, hazardous materials spills, and more. In fact, several years ago they collaborated with our community partners and a portion of Newport Middle School was activated as a Red Cross Shelter.

**Partner Organizations for Newport Schools**

City of Newport	Community Emergency Response Team
Newport Police Department	Oregon Coast Community College
Newport Emergency Management	National Weather Service
Lincoln County Sheriff’s Office	First Student Bus Company
Oregon State Police	Sodexo Nutrition & Custodial Services
Newport Fire & Rescue	Linn Benton Lincoln ESD Early Intervention
Samaritan Pacific Communities Hospital	Lincoln County Health & Human Services
Pac West Ambulance	School-Based Health Centers
Lincoln County Emergency Management	U.S. Coast Guard Station Yaquina Bay and
American Red Cross	North Bend

**Toledo (East Area)**

Table LCSD-6 shows schools and support facilities within Toledo. These schools serve 730 children from an expansive, rural, geographic region in the east section of Lincoln County off Hwy 20: including Toledo, Siletz, Logsdan, Eddyville, Blodgett, and the surrounding unincorporated areas of Lincoln County (Map LCSD-1). Some of the children who live in this region attend the Siletz or Eddyville Charter School, but 730 children attend the Toledo schools. The Toledo Schools are at higher risk for winter snow and ice emergencies due to their higher elevation/inland location than our other coastal schools. Because Toledo schools are bordered by forest lands, they are at higher risk for wildfires, wild animals wandering onto campus, and errant gun shots, due to target shooting nearby.

**Table LCSD-6 Toledo Schools & Support Facilities**

School/Facility Name	Address
Toledo Elementary School	600 SE Sturdevant Rd, Toledo, OR
Toledo Jr/Sr High School	1800 NE Sturdevant Rd, Toledo, OR
Arcadia School (district offices & nutrition services)	1811 NE Arcadia Dr, Toledo, OR
Burgess Campus: Facilities & Maintenance, Bus Barn/Transportation, Custodial Services	295 NE Burgess Rd, Toledo, OR



**Toledo Elementary School (TOES)** serves students in grades pK-6 and was built in 1987. The school is in the City of Toledo and is served by Toledo Police Department and a shared School Resource Officer from the Sheriff's Office. The school district has a preschool program for children at TOES. TOES is bordered by forestland on most sides and Sturdevant Road to the west, which is in the tsunami zone. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Seismic rehabilitation is needed. A classroom wing addition along with a new office area and cafeteria were added in 2015 with a construction bond. This school has been designated as a "Temporary Tsunami Assembly Area" on DOGAMI's new Tsunami Map of the area. It is also the primary designated Red Cross Emergency Shelter for this area. The older portion of the building has some cracks in the floor and there is some concern of landslide hazards during an earthquake. This school is at high risk for wildfire due to its location and surrounding dense forest areas and trees. A disaster supply cache is located at this site, and since the 2020 NHMP, an additional container of supplies was added. Additional supplies are needed, including but not limited to cots, tents, and more food.

### Toledo Elementary School



**Toledo Jr/Sr High School (TOHS)** serves students in grades p7-12. The school is outside City limits in an unincorporated area of the County and is served by Lincoln County Sheriff's Office and East Lincoln County Fire. Toledo Jr/Sr High is bordered by dense forestland on most sides and Sturdevant Road to the west, which is in the tsunami zone. Lincoln County Health & Human Services operates a School-Based Health Center at the school. The school also has a HELP Center (Homeless Education and Literacy Program) for families/students experiencing homelessness.

Built in 1955, TOHS is on a steep hill with multiple floor levels. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). A more extensive seismic and geologic study is needed at this site to account for the multiple and irregular levels and additions. In 2014, the School District received a grant and the gym area of TOHS was seismically rehabilitated (SRGP 2014, \$1,500,000). The school also has three separate classroom structures up the hill from the main building. One is an industrial arts building and the other houses a computer lab. This campus is at high risk of wildfires and wind damage due to its geographic location next to dense forest areas. In fact, since the 2020 NHMP, tree damage was reported on a neighboring structure and we have since performed tree and defensive space mitigation on the north side of the school campus.

## Toledo Jr/Sr High School



### District Offices & Support Facilities

**Arcadia School:** Arcadia school is used for several district support functions, including nutrition services, records, adaptive PE, and more. Arcadia school was not included in the DOGAMI Rapid Visual Screening assessment since it was not in service as a school at that time. It needs a seismic assessment. It is not a traditional school at this time but may be reopened as a functioning school soon. It is surrounded by trees on most sides and is at risk of damage due to wildfires and wind. This school is currently without a disaster supply cache or a generator; both are identified as critical needs. Since the 2020 NHMP, we performed defensive space mitigation at this site and received a FEMA Grant to perform significant ignition-resistant construction, which was completed in 2024.

## Arcadia School



**Burgess Campus:** The School District’s “Burgess Campus” houses the main Facilities & Maintenance Department, the main Bus Company and Bus Barn, and Custodial Services. The campus is located adjacent to, and shares a parking lot with, the Toledo Fire Department.

## Burgess Complex (Facilities & Maintenance, Bus Barn/Transportation, Food & Custodial Services)



**Facilities & Maintenance:** Includes offices and a maintenance shop for the entire Lincoln County School District. Most of the School District vehicles are housed here. Built next to a canyon, this site has a history of slide damage. During a 2012 winter storm, significant slide damage occurred at this complex. The School District received FEMA disaster assistance for

the repairs at this site. The site is surrounded by dense trees and is at elevated risk for wildfire.

The School District has had discussions with the Toledo Fire Department about the School District's big freezer full of food at this site. In a disaster situation, the fire district and city may need to use this food for community needs. The freezer could also be used as a morgue if necessary, in a disaster situation. When the Fire Station was built, a generator was installed, and conduit was placed to connect the Fire Department generator with the school district's freezer. Since the 2020 NHMP, some work was done on this, however, the project was not completed due to a lack of funding and still needs a significant amount to work (wires, breakers, etc.), to be operational.

This site needs redundant backup communications as it could be used as a backup EOC for the district. It is also in need of reliable power. There is no disaster cache at this site and one is needed for staff.

**Buses & Bus Barn:** The main bus dispatch center for the district is located at this site as are school buses and the bus barn for Toledo & Newport schools. The remaining buses are in Lincoln City and Waldport. If these assets survive a Cascadia earthquake (no liquefaction, landslides, fire/explosion, etc.), they will be a great resource of shelter, fuel, security, and communications. Fuel will be necessary for big equipment to clear roads, for fire trucks and police cars to operate, etc.

### **Natural Hazard Preparedness and Mitigation Activities**

**FEMA Post-Disaster Mitigation Grant:** In 2023, the School District received a Post Fire Mitigation Grant of approximately \$1,400,000 for ignition resistant construction on six of our school sites to help prevent loss of life and property from wildfires. Schools in the grant include **Arcadia School (Toledo)**, Newport Middle School, Newport High School East, Newport High School West, Crestview Heights School (Waldport), and Waldport High School.

**Generator:** Toledo Elementary School is equipped with a generator and is the primary shelter facility for the east area. The generator is powered by natural gas, which could be problematic in an earthquake. The School District would like to explore converting this to a diesel generator and expanding it to a full-school generator. Toledo Jr/Sr High needs a generator, as does Arcadia School and the Burgess complex.

**Earthquake/Tsunami Hazard:** Right along the Oregon coast lies the Cascadia Subduction Zone, capable of producing magnitude 8+ earthquakes with several minutes of intense shaking & destructive tsunami waves for 10+ hours. Bridge failures, landslides & tsunami inundation will cut off normal transportation routes and cause families to be separated. LCSD will need to survive for days and possibly weeks without normal infrastructure and services. Current building codes are for life-safety only and do not provide for re-occupancy after a Cascadia Subduction Zone Earthquake. Scientists anticipate that roads and bridges will sustain significant damage from a local earthquake and tsunami. It is also expected that all basic infrastructure services will be destroyed or severely damaged. In preparation for such an event, the School District must be ready to conduct its own search and rescue operations, provide medical support, manage delayed family reunifications, and meet the basic needs of

students and staff for an extended period—potentially several days or even weeks—before external assistance becomes available.

DOGAMI’s Tsunami Inundation Maps for the Toledo area expose the potential for tsunami inundation onto Sturdevant Road which will cut off both Toledo Schools from immediate emergency response capabilities. This underscores the reality that it will take time to provide rescue and support services to Toledo schools. The Fire Department has informed the School District that as tsunami water recedes, they will work to get to TOES after an earthquake/tsunami scenario, but it will take time. They do not plan to come to Toledo Jr/Sr High due to other competing needs of the community. They have requested that students/staff from TOHS take a trail in the woods above the school over to TOES. Since the 2015 NHMP, a team from the school district and Sheriff’s Office assessed the trail on the mountain behind TOHS and determined that the trail is on a steep ridge and dead ends at a heavily wooded/brushed area that is not passable. There is also a concern for landslides in this area. Because of this the School District is developing capacity at each school to be prepared to meet the needs of the students and staff at each campus since they will be isolated from each other.

**Teen CERT:** Toledo High School has a robust, semester long Teen CERT class in which students learn about hazards that may impact our area and are taught how to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed. Since the 2009/10 school year, over 100 TOHS students have taken the Teen CERT semester course. Toledo Fire & Rescue and CERTs of Lincoln County assist with this course. Due to the certain isolation of Toledo schools after a Cascadia earthquake due to expected bridge damage, and landslides, these students will be the first responders, and probably only responders. They will be cut off from Toledo Elementary School due to tsunami inundation on Sturdevant Road (which divides the schools). TOES is an elementary school and does not have Teen CERT students. As such, the School District would like to offer CERT training to Toledo Elementary staff during non-school hours, and grant funding is needed for a training stipend and CERT kits to be housed at the disaster cache at the school.

**Disaster Supply Caches:** In 2014, the School District partnered with the City of Toledo, Toledo Fire, and the Lincoln County Commissioners and established a Disaster Cache of emergency survival supplies for 700 people at Toledo Elementary School (TOES). In 2019, they partnered again to develop a smaller cache of disaster supplies at Toledo Jr/Sr High (TOHS). This cache project is completed but more supplies are needed than was funded. Since the 2020 NHMP, an additional container of supplies was installed at TOES and more supplies were added to TOHS.

**Other Preparedness Activities:** The school district partners with local emergency service agencies by participating in tabletop and full-scale exercises such as earthquake drills, wildland fire exercises, hazardous materials spills, and more. Several years ago, they collaborated with community partners to conduct a citywide earthquake drill and a portion of Toledo Elementary was activated as an evacuation site. In 2019, they participated in a countywide wildfire tabletop exercise that involved the simulated evacuation of both Toledo schools.

**Partner Organizations for Toledo Schools**

- City of Toledo
- Toledo Police Department
- Lincoln County Sheriff’s Office
- Oregon State Police
- Toledo Fire & Rescue
- Samaritan Pacific Communities Hospital
- Pac West Ambulance
- Lincoln County Emergency Management
- American Red Cross
- Community Emergency Response Team
- National Weather Service
- First Student Bus Company
- Sodexo Nutrition & Custodial Services
- Lincoln County Health & Human Services
- School-Based Health Centers

**Waldport (South Area)**

Table LCSD-7 shows schools and support facilities within Waldport. These schools serve approximately 625 children from a large geographic region from Yachats in the south (Hwy 101), to several miles up the Alsea Hwy (Hwy 34) to the East, and North off of Hwy 101 to Seal Rock (Map LCSD-1). This campus is bordered on all sides by dense trees (one side borders Crestline Drive and then trees). The campus is not fenced. This campus is at a higher risk for wildfires as well as wild animals wandering onto campus.

**Table LCSD-7 Waldport Schools & Support Facilities**

School/Facility Name	Address
Crestview Heights School	2750 Crestline Dr, Waldport, OR
Waldport High School	3000 Crestline Dr, Waldport, OR
Waldport Bus Barn	3000 Crestline Dr, Waldport, OR

**Crestview Heights School (CVH)** serves students in grades pK-8. Throughout the school day, middle school students migrate back and forth between classes in the Crestview and Waldport High School buildings. CVH also has an early childhood program with a preschool.

**Waldport High School (WHS)** serves students in grades 9-12. In addition, Lincoln County Health & Human Services operates a School-Based Health Center at the school. The school also has a HELP Center (Homeless Education and Literacy Program) for our families/students experiencing homelessness. This campus is flanked by dense forest on its east and west sides. Trees also line the north side. The proximity to heavily wooded area makes the campus particularly vulnerable to wildfire.

A disaster cache is located by the track and field; an additional container of supplies was added since the 2020 NHMP. These schools also share a diesel generator with limited support to the school. These schools will be isolated during many type of disasters and need redundant backup communication tools/equipment.

## Crestview Heights School & Waldport High School (and OCCC and Bus Barn)



### Support Facilities

**Buses & Bus Barn:** School buses and the bus barn for both Waldport schools are housed on the CVH/WHS campus. Along with the buses and small bus barn building, there is also a 1,000 gallon, above ground, tank of diesel on site for the school buses. If these assets survive a Cascadia earthquake (no liquefaction, landslides, fire/explosion, etc.), they will be a great resource of shelter, fuel, security, and communications.

**Oregon Coast Community College** has a small one-building school on the SE corner of this school campus. OCCC partners with us to host our Teen CERT training exercises each semester. In addition, the Red Cross currently has a trailer with limited shelter supplies stored in the OCCC parking lot.

### Natural Hazard Preparedness and Mitigation Activities

**FEMA Post-Disaster Mitigation Grant:** In 2023, the School District received a Post Fire Mitigation Grant of approximately \$1,400,000 for ignition resistant construction on six of our school sites to help prevent loss of life and property from wildfires. Schools in the grant include Arcadia School (Toledo), Newport Middle School, Newport High School East, Newport High School West, **Crestview Heights School (Waldport), and Waldport High School.**

**Generator:** Waldport High School is equipped with a generator. There is a 4,000 gallon, below ground, tank of diesel which operates the heating system of the school as well as a limited generator support for the other areas of the school. A full-school generator is needed for both schools.

**Freezer:** The city, Red Cross, and school district have all identified a need for a large freezer at Crestview Heights School. The current freezer capacity is very limited and doesn't allow the school district to store and rotate much food. A larger freezer would allow for larger amounts of food storage which would meet a need for food in a disaster. The School District would like to get a freezer the same size as Taft High School's freezer, which stores a month's worth of groceries: 12 x 16, 8' 9" inside height.

**Earthquake/Tsunami Preparedness History:** During the last several years, significant attention has been directed to Waldport Schools about earthquake and tsunami preparedness. Previously, all Waldport schools were in the tsunami inundation zone. Although the schools did tsunami drills, there was not a viable tsunami escape route for these students and staff members. As such, the schools were vacated and rebuilt outside of the tsunami zone.

- A new school (Crestview Heights, CHS) was built out of the tsunami zone to house all elementary school students.
- Waldport Middle School was closed, and students were moved out of the tsunami zone and integrated into the Crestview Heights School, making that school a kindergarten through grade 8 school.
- The School District partnered with the City of Waldport, Central Coast Fire & Rescue and the County Commissioners to establish a disaster cache of basic survival supplies on the Crestview Heights School campus. Angel Job Corps Students helped to build the structure housing the cache of supplies. This school also became the designated shelter & command center for the entire city of Waldport in case of a disaster.
- The School District collaborated with community partners and conducted a citywide tsunami drill. A portion of Crestview Heights School was activated as a Red Cross Shelter, Waldport High School Students evacuated to CHS, and the City & Fire Department (Central Coast Fire & Rescue District) set up a command post at CHS. A Coast Guard Helicopter practiced landing on the field.
- The School District passed a bond measure which included building a new high school in Waldport, out of the tsunami zone. The new high school opened for high school students in August 2013. The old high school was then closed.
- The School District received Pre-Disaster Mitigation Grant from FEMA to demolish the old Waldport High School (WHS) that was in the tsunami zone and convert the land into open space. Funds from the grant were also used to demolish most of the old Waldport Middle School, except for the gymnasium (additional funds from the grant were used to demolish the old Taft Elementary School, in the tsunami zone in Lincoln City).
- Since the 2015 NHMP, the City of Waldport has acquired the old WHS Open Space site.

**Earthquake/Tsunami Hazard:** All Waldport schools are now located outside the tsunami hazard zone. However, in the event of an earthquake and tsunami, access to these schools is expected to be severely limited due to tsunami inundation along Highway 101 (both north and south), Highway 34 from the east, and predicted bridge damage. It is anticipated that all basic infrastructure services will be destroyed or significantly impaired by the earthquake. In preparation for this scenario, the School District must be equipped to conduct its own search and rescue operations, provide medical support, manage delayed family reunifications, and meet the essential needs of students and staff for an extended period—potentially several days or weeks—before external assistance becomes available. Despite the presence of newer school facilities in Waldport, current building codes are designed for life-safety only and do not meet reoccupancy standards. Therefore, the School District does not anticipate being able to reoccupy school buildings following a Cascadia Subduction Zone earthquake.

**Teen CERT:** Waldport High School has a robust, semester long Teen CERT class in which students learn about hazards that may impact our area and are taught how to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed. Since the 2009/10 school year, over 230 WHS students have taken the Teen CERT semester course. Central Coast Fire & Rescue, Seal Rock Fire & Rescue, and CERTs of Lincoln County assist with this course. Due to the certain isolation of our Waldport schools after a Cascadia earthquake due to expected bridge damage, and area landslides, and because the fire department is in the tsunami zone without a viable escape route, these students will likely be the first responders, and potentially the only responders for CVH & WHS and the Community College for a time, if a large Cascadia Subduction Zone earthquake occurs when school is in session. Because of this, the School District would like to offer CERT training to Waldport staff during non-school hours. Funding is needed for training stipends and for teacher CERT kits that would be stored outside the school in a shipping container, for easy access after an earthquake.

**Disaster Supply Caches:** The original masonry structure built for the disaster cache was demolished when the new school was built, so a new building was constructed. Since the 2015 NHMP the School District partnered with the City of Waldport and Central Coast Fire to add more supplies to the cache. The School District did not have a formal MOU in place and there have been some misunderstandings about where the supplies are to be kept and how to distribute them. A formal MOU is needed as well as additional disaster supplies. Since the 2020 NHMP, the storage building proved to be accessible to rodents, so two steel shipping containers were purchased to store the disaster supplies in. The Fire Department also is housing one of their shipping containers of fire disaster supplies on campus.

**Partner Organizations for Waldport Schools**

- |  |  |
|--|--|
| City of Waldport                       | Oregon Coast Community College             |
| Lincoln County Sheriff’s Office        | American Red Cross                         |
| Oregon State Police                    | Community Emergency Response Team          |
| Central Coast Fire & Rescue            | National Weather Service                   |
| Seal Rock Fire & Rescue                | First Student Bus Company                  |
| Yachats Fire & Rescue                  | Sodexo Nutrition & Custodial Services      |
| Samaritan Pacific Communities Hospital | Linn Benton Lincoln ESD Early Intervention |
| Pac West Ambulance                     | Lincoln County Health & Human Services     |
| Lincoln County Emergency Management    | School-Based Health Centers                |

# Attachment A:

## Action Item Status and Forms

---

Table LCSD-8 is an accounting of the status (complete or not complete) and major changes to actions since the previous NHMP. All actions were renumbered in this update to be consistent with other jurisdictions that are participating in the multi-jurisdictional NHMP. Actions identified as still relevant are included in the updated action plan (Table LCSD-1).

**Previous NHMP Actions that are Complete:**

LCSD #3: *“Relocate the School District’s maintenance building out of the Tsunami Inundation Zone.”* A new maintenance building was constructed at the 6110 NE Devils Lake Blvd property and the old maintenance building was decommissioned and sold to the City of Lincoln City.

**Previous NHMP Actions that are Not Complete and No Longer Relevant:**

None

**Table LCSD-8 Status of All Hazard Mitigation Actions in the Previous Plan**

2020 Action Item	2025 Action Item	Status	Still Relevant? (Yes/No)
LCSD #1	#1	Not Complete	Yes
LCSD #2	#2	Not Complete	Yes
LCSD #3	-	Complete	-
LCSD #4	#3	Not Complete	Yes
LCSD #5	#4	Not Complete	Yes
LCSD #6	#5	Not Complete	Yes
LCSD #7	#6	Not Complete	Yes
LCSD #8	#7	Not Complete	Yes
LCSD #9	#8	Not Complete	Yes
-	#9	New	-
-	#10	New	-

Each action item has a corresponding action item worksheet describing the activity, identifying the rationale for the project, identifying potential ideas for implementation, and assigning coordinating and partner organizations. The action item worksheets can assist the community in pre-packaging potential projects for grant funding. The worksheet components are described below.

### **ALIGNMENT WITH EXISTING PLANS/POLICIES**

The School District NHMP includes a range of action items that, when implemented, will reduce loss from hazard events in the School District. Existing programs and other resources that might be used to implement these action items are identified. To the extent possible, the School District will work to incorporate the recommended mitigation action items into existing plans, programs, and procedures. Each action item identifies related existing plans and policies.

### **STATUS/RATIONALE FOR PROPOSED ACTION ITEM**

Action items should be fact-based and tied directly to issues or needs identified throughout the planning process. Action items can be developed at any time during the planning process and can come from several sources, including participants in the planning process, noted deficiencies in local capability, or issues identified through the risk assessment. The rationale for proposed action items is based on the information documented in this addendum and within Volume I, Section 2. The worksheet provides information on the activities that have occurred since the previous plan for each action item.

### **IDEAS FOR IMPLEMENTATION**

The ideas for implementation offer a transition from theory to practice and serve as a starting point for this plan. This component of the action item is dynamic, since some ideas may prove to not be feasible, and new ideas may be added during the plan maintenance process. Ideas for implementation include such things as collaboration with relevant organizations, grant programs, tax incentives, human resources, education and outreach, research, and physical manipulation of buildings and infrastructure.

### **COORDINATING (LEAD) ORGANIZATION:**

The coordinating organization is the public agency with the regulatory responsibility to address natural hazards, or that is willing and able to organize resources, find appropriate funding, or oversee activity implementation, monitoring and evaluation.

### **INTERNAL AND EXTERNAL PARTNERS:**

The internal and external partner organizations listed in the Action Item Worksheets are potential partners recommended by the project steering committee but not necessarily contacted during the development of the plan. The coordinating organization should contact the identified partner organizations to see if they are capable of and interested in participating. This initial contact is also to gain a commitment of time and/or resources toward completion of the action items.

Internal partner organizations are departments within the School District or other participating jurisdiction that may be able to assist in the implementation of action items by providing relevant resources to the coordinating organization.

External partner organizations can assist the coordinating organization in implementing the action items in various functions and may include local, regional, state, or federal agencies, as well as local and regional public and private sector organizations.

**PLAN GOALS ADDRESSED:**

The plan goals addressed by each action item are identified as a means for monitoring and evaluating how well the mitigation plan is achieving its goals, following implementation.

**TIMELINE:**

All broad scale action items have been determined to be ongoing, as opposed to short (1 to 4 years), medium (5-10 years), or long (10 or more years). This is because the action items are broad ideas, and although actions may be implemented to address the broad ideas, the efforts should be ongoing.

**POTENTIAL FUNDING SOURCE**

Where possible potential funding sources have been identified. Example funding sources may include: Federal Hazard Mitigation Assistance programs, state funding sources such as the Oregon Seismic Rehabilitation Grant Program, or local funding sources such as capital improvement or general funds. An action item may include several potential funding sources.

**ESTIMATED COST**

A rough estimate of the cost for implementing each action item is included. Costs are shown in general categories showing low, medium, or high cost. The estimated cost for each category is outlined below:

Low - Less than \$50,000

Medium - \$50,000 – \$499,999

High - Between \$500,000-\$5 million

Very High – More than \$5 million

**STATUS**

The 2025 status of each action item is indicated: new actions were developed in 2025, ongoing actions are those carried over from the previous plan, and deferred actions are those that are carried over from the previous plan but had limited or no activity.

## Mitigation Action #1: Seismic Resilience

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Seismically assess and retrofit vulnerable facilities and infrastructure to increase their resiliency to seismic hazards. Consider both structural and non-structural retrofit options.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> Yes
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

### Alignment with Existing Plans/Policies:

Capital Improvement Plan, Long Range Facility Planning Report

### Rationale for Proposal (Why is this important?):

"For governments, less damage to government structures will mean continued services and normal processes or at least minimal interruptions. If government structures come through an earthquake with little or no damage, agencies will not have to relocate services, and public officials can respond to the immediate and long-term demands placed on them by the event. In short, seismic rehabilitation as a pre-event mitigation strategy actually will improve post-event response by lessening life loss, injury, damage, and disruption." Source: FEMA. Chapter 1: Why Seismic Rehabilitation?

DOGAMI conducted a seismic needs assessment for public school buildings. Buildings were ranked for the "probability of collapse" due to the maximum possible earthquake for any given area. Table LCS-3 lists the vulnerable school district buildings, it also indicates which facilities have been seismically strengthened.

Priority projects include the following:

- Seismic retrofit of the classroom wing of Yaquina View Elementary School (Newport); The other half of the school was completed in 2023. Also consider options for upgrades necessary to provide service as a Temporary Tsunami Assembly Area.
- Seismic retrofit of Toledo Elementary School (Toledo). An application was submitted in 2024 for the gym. Address floor settlement and cracking.
- Perform an enhanced seismic assessment and perform a seismic retrofit, if deemed necessary, of Toledo Jr/Sr High School. The gym was complete (ca. 2014).
- Perform an enhanced seismic assessment and perform a seismic retrofit, if deemed necessary, of Taft 7-12 (Lincoln City). Also consider upgrades necessary to provide service as a Temporary Tsunami Assembly Area.
- Seismic assessment and potential retrofit, if deemed necessary, of Newport Middle School; also consider upgrades necessary to provide service as a Temporary Tsunami Assembly Area. Address structural and foundation issues at Newport Middle School.
- Seismic retrofit of Newport High School (Newport); East Campus Gym complete (SRGP 2015-2017)
- Seismic assessment and potential retrofit, if deemed necessary, of Newport Early Childhood Center.
- Seismic assessment and potential retrofit, if deemed necessary, of the TLC/District Offices (Newport), including the EOC locations.

## Mitigation Action #1: Seismic Resilience

(Continued)

- Seismic assessment and potential retrofit, if deemed necessary, of Arcadia School (Toledo), retrofit as applicable.
- Seismic assessment and potential retrofit, if deemed necessary, of Crestview Heights School (Waldport). Also consider upgrades necessary to provide service as a Temporary Tsunami Assembly Area.

### Ideas for Implementation

(How will it get done?):

Seismically assess school district buildings and infrastructure, determine which structures may be particularly vulnerable to earthquake damage.

Seek funding to retrofit and/or re-build structures.

Rehabilitate identified vulnerable schools, infrastructure, and other vulnerable buildings.

### Action Status Report

2025 Update:

- Completed seismic strengthening of Taft Elementary School & Oceanlake Elementary School.
- Completed seismic strengthening of ½ of Yaquina Elementary School.
- Maintenance Building was relocated out of the tsunami hazard zone and built at the Holly Farm Bus Barn, north Lincoln City. No longer vulnerable to tsunamis.
- Replaced Grandstands at Newport High School.
- Received a TAP Grant (Spring 2025) to do an expanded seismic assessment at Toledo Jr/Sr High School.

2020 Update:

- Seismic strengthening of Taft Elementary School is underway and expected to be complete in 2020.
- Seismic strengthening of Oceanlake School is underway (grant received, currently in planning phase) and expected to be complete in 2021.
- Seismic strengthening of Sam Case Elementary is complete (2017).
- Seismic strengthening of Newport High east gym complete (2017).
- 2015 Update:
- Taft Elementary relocated (new location is in former Taft High/Middle School, which has a building with moderate collapse potential).
- Taft, Oceanlake, and Toledo schools supply caches installed.
- Seismic strengthening of the Toledo Jr/ Sr High School Gym is complete (2015).

## Mitigation Action #1: Seismic Resilience

(Continued)

**Champion/  
Responsible Organization:**

Facilities and Maintenance

**Internal Partners:**

Safety Coordinator

**External Partners:**

Lincoln County, Lincoln City, Newport, Toledo,  
Waldport, Oregon Emergency Management, DOGAMI,  
IFA, SHPO

**Potential Funding Sources:**

Seismic Rehabilitation Grants (IFA), Local  
Funding Resources (general fund),  
grants

**Estimated cost:**

High

**Timeline:**

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

**Form Submitted by:**

Lincoln County School District, revised 2020  
(action previously in applicable city addenda)

**Action Item Status:**

Ongoing

## Mitigation Action #2: North Lincoln City School

(What do we want to do?)	Alignment with Plan Goals:								High Priority Action Item?
Construct a new school in Lincoln City out of the Tsunami Inundation Zone.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4					
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> Yes				
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11						

### Alignment with Existing Plans/Policies:

Capital Improvement Plan

### Rationale for Proposal (Why is this important?):

The School District needs another school to meet the demands of current and projected occupancy. Further, a new school could replace the current Taft Elementary School facility since it is susceptible to earthquake damage since there have been at least six additions to the building. The Land has already been purchased (in north Lincoln City), but a bond is needed to fund the school.

### Ideas for Implementation (How will it get done?):

Secure a bond for the construction of a new school in north Lincoln City (6110 NE Devils Lake Blvd).

Capitalize on grants and other funding opportunities to develop portions of the land to ready it for future construction.

### Action Status Report

#### 2025 Update:

- Although the school passed a bond in May 2025, the current enrollment figures didn't justify asking for this yet.

#### 2020 Update:

- Land has been purchased in North Lincoln City to accommodate a new school.

#### Champion/

Responsible Organization:

Facilities and Maintenance

#### Internal Partners:

Safety Coordinator

#### External Partners:

#### Potential Funding Sources:

Local Funding Resources, bond

#### Estimated cost:

High

#### Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

#### Form Submitted by:

Lincoln County School District, 2020

#### Action Item Status:

Ongoing

## Mitigation Action #3: Response and Supply Planning

(What do we want to do?)	Alignment with Plan Goals:					High Priority Action Item?
Develop disaster response plans, procure and stock emergency supplies on all school buses, and provide caches (food and emergency supplies) throughout the School District.	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		
	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> Yes	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11			

### Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan, Disaster Cache Plan

### Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

Lincoln County School District has a robust emergency operations plan but very minimal disaster response plans. In addition, while there are disaster caches at or near most schools that serve students and employees, two schools (TAES, NHS) and four support facilities (ARC, TLC, F/M, Holly Fm) do not have disaster caches yet, and the existing caches need additional supplies. Supplies are needed for our buses where there are long rural bus rides.

Lincoln County School District schools can serve as Red Cross emergency, as needed and when available. Having robust disaster caches at or near each school will support Red Cross Shelter Operations.

Additional Food storage and supplies, school gardens, and a Disaster Food Plan is needed for serving school and shelter populations during disasters, as well as how to protect our food supplies.

### Ideas for Implementation (How will it get done?):

- Update/Make Disaster Cache MOUs.
- Seek funding for additional storage/shipping containers (20') to continually expand our capacity to meet basic needs during a disaster.
- Seek funding to maintain and keep each unit stocked, rotating expired items as needed.
- Seek funding to add supplies to all caches: Shelter/Warmth: Cots, Sleeping Bags, Socks, Smaller Tents; Water & Food: Water Filtration Systems, Supplies for Water Harvesting/Rain Barrel Components, add'l bulk Food in Buckets and/or MREs, Camp Cook Stoves; Sanitation: Hygiene Kits, Portable toilets; Lighting, Search & Rescue: Teen CERT Kits in each High School Cache; Communications: COW/Cell on Wheels, Sat Phone, GMRS Radios.

### Food Plan & Resources:

- EQUIPMENT:
  - Need notification/alarm system for all refrigeration/freezer units, including SBHC medication refrigeration units. For power outages or when units are accidentally left open,

## Mitigation Action #3: Response and Supply Planning

(continued)

or other emergencies. Alarms will alert when temperatures reach threshold, units are not working properly, doors are open, power is out, etc.

- Generators: Need more portable generators. Currently only have 1 and it is stored at the Holly Farm. Need full-school generators at each school, or at least permanent generators for refrigerators and freezers at each school to protect food supplies.
- Expand capacity to store more food at schools on a regular basis. Then the food will be available during disasters: Large freezers are needed at YVE, NHS, TOES & TOHS. Dry storage needed at CVH & NMS.
- PLAN: Emergency Food Management & Distribution Plan to include guidelines for food donations from restaurants and other commercially licensed kitchens and grocery stores, etc., receiving, storage, transport, protection, distribution, written agreements, staff expectations, etc.
- SUPPLIES:
  - Food pantry expansion. All shelf stable food. We have small food pantries that are all donation-based. For emergencies and for families in need on weekends and evenings.
  - Need more food for disaster caches. MREs and bucket food supplies.
  - Expand School Gardens (including greenhouses, rainwater collection systems and pumps) to include Waldport and all Lincoln City schools.

### Action Status Report

#### 2025 Update:

- Installed new disaster caches at Yaquina View Elementary, and Sam Case Elementary Schools.
- Moved disaster cache from off-site location to NMS campus and installed an additional container and supplies there.
- Moved the Oceanlake disaster cache to the school campus and added an additional container and supplies.
- Added an additional container and supplies to the Taft High School Campus.
- Added two shipping containers with supplies at Waldport High School Campus.
- Added the following to all disaster caches, districtwide: Hand Washing Stations, Cooking supplies, Bulk Food in Buckets, Grill Cooking Rings and grates, Gloves & Hats (1/person), add'l mylar blankets, fire-starting kit.
- Developed a Disaster Cache Operating Manual. Housed in each cache.
- Installed a large freezer for food storage in Waldport.

#### 2020 Update:

- A cache was developed at Toledo Jr/Sr in 2019.
- A cache was developed at Oceanlake in 2015.

## Mitigation Action #3: Response and Supply Planning

(continued)

- Additional cache supplies for Waldport Schools were obtained in 2017 & 2020, including one dedicated shipping container (20') for Disaster Cache in Waldport in 2020 (need one more).

**Champion/  
Responsible Organization:** Safety Coordinator

**Internal Partners:**

Facilities and Maintenance

**External Partners:**

Lincoln County EM, ODOT, OEM, DOGAMI, Lincoln City, Newport, Toledo, Waldport, Law Enforcement agencies, Fire Districts, Sodexo Nutrition Services, USDA, Sanitation Districts, Water Districts, First Student, Red Cross, FEMA

**Potential Funding Sources:**

Local Funding Resources, grants

**Estimated cost:**

Low to High

**Timeline:**

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

**Form Submitted by:** Lincoln County School District, revised 2020  
(action previously in applicable city addenda)

**Action Item Status:** Ongoing

## Mitigation Action #4: CERT

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Maintain and promote the Teen CERT program activity in the School District.	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Yes
	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
Create Adult CERT Teams at schools without Teen CERT programs.	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

### Alignment with Existing Plans/Policies:

All Hazards Emergency Plan

### Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

After a large Cascadia Subduction Zone earthquake and tsunami, or other natural disaster, professional responders will not be readily available or able to respond to help perform rescue operations at our schools. Resources for the immediate response and ongoing care of students and staff will be severely disrupted due to damage from the earthquake/tsunami and critical infrastructure limitations. Schools will need to be equipped to take care of the immediate and ongoing needs of their students and staff.

Training staff and students to be CERT (Community Emergency Response Team) members, so that they will learn about the hazards that may impact their area and so they will be able to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed is a key strategy for reducing the effects of hazards on our community.

The school district offers a Teen CERT semester course at its high schools, so high schools will have trained responders at their schools. They have not trained staff in CERT yet, except those who teach the courses.

### Ideas for Implementation (How will it get done?):

Continue supporting Teen CERT programs.

Create Adult CERT teams at each school. Prioritize schools without Teen CERT programs (OLE/TAES (Lincoln City), SCE/YVE/NMS/TLC (Newport), TOES & F/M (Toledo). Provide information about the CERT program to employees; Obtain funding to purchase CERT supplies and to provide training stipends for school staff to attend training.

### Action Status Report

#### 2025 Update:

- Teen CERT languished during the pandemic due to social distancing. However, all four high schools have vital Teen CERT semester courses again. Funds were recently procured to purchase a set of 30 new S&R kits for the Waldport High School and Taft High School programs.

## Mitigation Action #4: CERT

(continued)

### 2020 Update:

- Since the 2015 plan, Teen CERT semester courses were added to Newport High and Toledo Jr/Sr High School.

**Champion/  
Responsible Organization:** Safety Coordinator

### Internal Partners:

High School Administrators & Counselors, Director of Secondary Education, HR Director

### External Partners:

Lincoln County EM, Fire Districts, Lincoln City, Newport, Toledo, Waldport, Fire Partners, Local CERT Teams, OEM, FEMA, DOGAMI

### Potential Funding Sources:

Local funding resources, grants

### Estimated cost:

Low

### Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

**Form Submitted by:** Lincoln County School District, 2020

**Action Item Status:** Ongoing

## Mitigation Action #5: Mitigation Resources and Equipment

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Improve, maintain, and obtain resources and equipment essential for mitigating the impacts of disasters.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Yes
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

### Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan, School Bus Emergency Plan, Disaster Cache Operations Plan

### Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

**Communications:** Effective communication within and between schools and emergency personnel are essential in everyday emergencies and during natural disasters. Cells on Wheels (COWs) and Sat Runners, as well as Satellite phones are needed to fill the communication gap between the communities in our expansive district. These are also needed to facilitate communication between parents/guardians and their children when roads are not passible and children are sheltering at school. A plan should be developed for storage, training, and deployment of these emergency communications tools. We need the capacity to get internet sources up quickly to restore emergency communications. Uninterrupted Power Supplies (UPS) are needed at each school to sustain school communication and security systems during power, communication, and utility disruptions. Need a plan for all schools and district facilities to have Main and Intermediate Distribution Frames (MDF & IDF) and dedicated MDF rooms with ventilation at each school to protect against moisture & humidity, leaky roofs, water damage from storms, floods, trees falling on roof or roof blows off, etc. This will also keep our security systems (access control, fire alarm systems, lockdown buttons, security cameras, etc., functional. These systems also need to be upgraded to meet current security standards and address challenges.

**Freezers:** The Burgess Complex has a freezer that can be used for food storage or morgue if it is attached to the neighboring fire department generator. Work was initiated but not completed. Large freezers are needed at YVE, NHS, TOES & TOHS and Dry storage is needed at CVH & NMS to store more food for regular use/rotation, and so that it is available for disaster purposes.

**Debris Removal:** The district needs to expand its capacity to remove debris (pulling trees out of the way, removing mud, clearing debris and roofing, etc.) at our schools and facilities after a storm. Upgrading its vehicle fleet to 4WD and procuring a 5-yard dump truck would improve our capacity to bring schools back to safe status sooner so we can open our doors to students and continue our vital services. This is also important for sheltering purposes.

## Mitigation Action #5: Mitigation Resources and Equipment

(continued)

### Ideas for Implementation (How will it get done?):

NEW: Procure funding and purchase Sat Runners/COWS to be housed at schools in each region of Lincoln County: Oceanlake Elem & Taft High School (Lincoln City), Newport Middle School and TLC (Newport), Toledo Elementary & Toledo Jr/Sr, Waldport High School. Expand to all schools and district facilities as funding is available. Encourage community partners to add these resources to their supplies to expand community capacity.

NEW: Procure ongoing funding and purchase Satellite Phones for each school and support facility.

Procure funding to improve internal debris removal capacity.

Procure funding to expand food storage at schools.

NEW: Create an MDS/IDS and UPS master plan for each school and support facility. Procure funding to address communication, power, and security equipment gaps.

### Action Status Report

#### 2025 Update:

- Installed a Distributed Antenna System throughout Taft High School to support police, fire, and 911 communication systems.
- Purchased a portable Food Service Generator that can be deployed (if roads are passable) to a school freezer during a power outage to protect food resources).

#### 2020 Update:

- Lincoln City partners (school and law enforcement) met in 2019/2020 to discuss the communications deficiencies at Taft schools and for first responders. The group is working with a contractor to establish three solutions: a low, medium, and high-cost solution.

#### Champion/

#### Responsible Organization:

Facilities and Maintenance

#### Internal Partners:

Safety Coordinator  
Technology Director & Manager  
Nutrition Services Manager

#### External Partners:

LCPD, NLFR, TFD, City of Toledo, Oregon Housing Authority, Oregon Department of Human Services/Office of Resilience and Emergency Management

#### Potential Funding Sources:

Local Funding Resources, HMA (HMGP), OREM, PIER, grants

#### Estimated cost:

Medium to High

#### Timeline:

- Ongoing  
 Short Term (1-4 years)  
 Medium Term (4-10 years)  
 Long-Term (10+ years)

**Form Submitted by:** Lincoln County School District, 2020

**Action Item Status:** Ongoing

## Mitigation Action #6: Disaster Coordination Capacity

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Develop, maintain, and enhance the School District's capacity to provide coordination and services during and after a disaster event.	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Yes
	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

### Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan, School Bus Emergency Plan

### Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

The school district recently established a designated Emergency Operations Center (EOC) in Newport in the Superintendent's Conference Room, and a secondary EOC in the Safety Coordinator's Office in the same building. However, there is no generator, satellite phone, or redundant communications equipment to support this facility.

For redundancy, a backup EOC is needed in different geographic regions in Lincoln County in case the Newport EOC building is compromised in there are transportation barriers to the Newport site. This could be established at our Facilities & Maintenance Department in Toledo. Further, a satellite/mini EOC could be established at the Holly Farm Bus Barn or Maintenance Building on the North end of Lincoln City. A mobile EOC is also needed for responding locally to significant school emergencies.

LCSD needs a written Emergency Operations Center Plan, and the corresponding equipment, supplies, and training to carry out that plan.

### Ideas for Implementation (How will it get done?):

NEW: Procure a generator, Sat phone, and COW for the primary, secondary, and satellite EOC, and for all schools and support facilities.

Develop a written EOC Plan & procure appropriate Supplies/Equipment & Training staff. Develop Backup District EOC at the Burgess Facilities & Maintenance (Toledo). Explore partnership with neighboring Fire Department in Toledo for EOC assets. Obtain mobile emergency response vehicles for deployment to school emergencies.

### Action Status Report

#### 2025 Update:

- Participated in a multi-agency Emergency Evacuation Point (EAP) exercise at Newport Airport. Examined the use of the mobile EOC and the COW/Sat Runner. Discussed with Facilities and Technology Directors. They support the need these for emergency communications.

#### 2020 Update:

- Since the 2015 NHMP, the LCSD identified a location for its first EOC, in its new District Offices in Newport.

## Mitigation Action #6: Disaster Coordination Capacity

(continued)

**Champion/  
Responsible Organization:**

Safety Coordinator & Technology Director

**Internal Partners:**

Facilities and Maintenance  
Technology Dept.

**External Partners:**

OEM, OREM, FEMA, Lincoln County & City EMs, Fire  
Districts, Law Enforcement, Lincoln County Amateur Radio  
Operators

**Potential Funding Sources:**

Local Funding Resources, grants,  
bond

**Estimated cost:**

Low to High

**Timeline:**

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

**Form Submitted by:**

Lincoln County School District, 2020

**Action Item Status:**

Ongoing

## Mitigation Action #7: Wildfire Safety and Resilience

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Enhance the safety and resilience of school campuses and district facilities by developing and implementing comprehensive fire and wildfire mitigation strategies, while expanding emergency preparedness and evacuation capabilities to effectively respond to wildfire and other hazard-related threats.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> Yes
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

### Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan

### Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

Many of the School District schools and facilities are flanked by dense wooded/forest areas, increasing the risk of damage by wildfire. We need to create defensible spaces around all of our schools and campuses to reduce this risk. Further, many School District schools do not have sprinkler systems, making them more vulnerable to damage or loss from fires. Others have aging or nearing obsolete fire alarm panels. Schools also have exterior construction materials that put the school at higher risk from catching fire from embers from nearby wildfires.

Evacuation plans are needed to determine how to quickly relocate large numbers of students and staff if school is in session during a wildfire emergency threatening one or more of our campuses. The number of school buses available are limited and bus drivers typically go home or to other jobs during the school day.

### Ideas for Implementation (How will it get done?):

Work with each city planner and manager, and county planning department, to develop plans and approval to remove trees where appropriate to reduce risk. Reduce underbrush wear feasible. Seek grant funding opportunities and partnerships to perform mitigation like ignition-resistant construction.

Identify funding streams for fire alarm systems, panels, and sprinklers in our schools and facilities. Consider other hazards & threats to see where mitigation activities may be leveraged to meet multiple needs.

Develop an evacuation plan for wildfire emergencies when school is in session.

### Action Status Report

#### 2025 Update:

- Defensible Space was created at Toledo Jr/Sr High School and Arcadia School.

## Mitigation Action #7: Wildfire Safety and Resilience

(continued)

- School District received a FEMA Ignition-Resistant Construction Grant for Arcadia School, Newport Middle School, Newport High School East & West Campuses, Crestview Heights School and Waldport High School. The Arcadia Mitigation was completed in 2024.
- Defensible Space was improved at Oceanlake Elementary School in conjunction with a project to create a school driveway to reduce traffic on the ambulance route to the hospital.
- Underbrush mitigation has been performed at Taft High School by the Forestry Class students.
- School District passed a Bond on the May 2025 ballot. Funding is included to upgrade the majority of our fire alarm systems.
- Participated in county and regional evacuation plan development.

### 2020 Update

- This is a new Action Item

**Champion/  
Responsible Organization:**

Safety Coordinator

**Internal Partners:**

Facilities & Maintenance

**External Partners:**

All Cities and County planning departments, Forest companies, Fire departments.

**Potential Funding Sources:**

Grants, bond, local funding resources

**Estimated cost:**

Low to High

**Timeline:**

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

**Form Submitted by:**

Lincoln County School District, 2020 (Rich Belloni, Director of Facilities and Sue Graves, Safety Coordinator)

**Action Item Status:**

Ongoing, revised

## Mitigation Action #8: Windstorm Mitigation

(What do we want to do?)

Alignment with Plan Goals:

High Priority  
Action  
Item?

Develop a wind and straight-line windstorm mitigation plan and perform actions to decrease the risk of damage from these high probability events.

<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	
<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

### Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan

### Rationale for Proposal (Why is this important?):

Lincoln County is susceptible to strong storms, including sustained high winds and even tornados. Several of LCSD’s schools have roofs that are at risk of lifting off during such high windstorms. Some schools have cracks and separation in the floor that with movement in the ground, have weakened the roof systems. Others have old built-up roofs that are in open areas that are quite exposed and highly susceptible to being caught or damaged by sustained high winds. Most classrooms large banks of exterior windows, susceptible to storm damage and making students/staff vulnerable to injury.

Roof: Roof mitigation is needed, as identified in the LCSD Long Range Facilities Plan, at:

- In the North: Oceanlake Elementary, Taft Elementary, and Taft High School.
- In the West: Early Childhood Center, Yaquina View Elementary, Newport Middle, both Newport High campuses, and the Compass Center.
- In the East: Toledo Elementary, Toledo Jr/Sr High, and Arcadia.
- In the South: Crestview Heights and Waldport High.

Trees: Several of these schools are also susceptible to wind damage due to the proximity of large trees next to the buildings. These schools need tree mitigation to reduce the risk of wind damage due to falling trees:

- In the North, Oceanlake Elementary, Taft Elementary, and Taft High School
- In the West: Sam Case Elementary School and the Teaching & Learning Center/District Office
- In the East: Toledo Elementary, Toledo Jr/Sr High, Arcadia, and the Support Services building at Burgess.
- In the South: None.

### Ideas for Implementation (How will it get done?):

Work with each city planner and manager, and county planning department, to develop plans and approval to remove trees where appropriate to reduce the risk of trees falling on buildings. Identify funding streams for new roofs and/or roof repairs as well as tree removal.

## Mitigation Action #8: Windstorm Mitigation

(continued)

### Action Status Report

#### 2025 Update:

- LCSD added a new protocol to their All-Hazards Emergency Plan called: Wind: Severe Wind & Tornados. A staff training video was also created.
- A good portion of the large trees threatening Oceanlake Elementary were removed in conjunction with a new driveway project.
- Many of the large trees along the side of Toledo Jr/Sr High were removed after one of the trees fell on a neighboring property.
- Minor tree mitigation was performed at Arcadia School in preparation for the FEMA Ignition-Resistant Construction grant.
- Underbrush mitigation was performed at Sam Case Elementary School.
- LCSD passed a Bond on the May 2025 ballot. Funding is included to upgrade some roofs.

#### 2020 Update

- This was a new Action Item

**Champion/  
Responsible Organization:**

Facilities & Maintenance

**Internal Partners:**

Safety Coordinator

**External Partners:**

All cities and County planning departments, forest management agencies.

**Potential Funding Sources:**

Grants, bond, local funding resources

**Estimated cost:**

Low to High

**Timeline:**

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

**Form Submitted by:**

Lincoln County School District, 2020 (Rich Belloni, Director of Facilities and Sue Graves, Safety Coordinator)

**Action Item Status:**

New

## Mitigation Action #9: Backup Power (Generators)

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Enhance the resilience and operational continuity of Lincoln County School District facilities during power outages by increasing backup power capacity through the acquisition and installation of reliable generators at critical school sites.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> Yes
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

### Alignment with Existing Plans/Policies:

All Hazards Emergency Plan

### Rationale for Proposal (Why is this important?):

Lincoln County is highly susceptible to severe weather events, including strong storms, sustained high winds, and tornadoes. Power outages during such emergencies can further compromise safety, communication, and emergency response capabilities.

The School District’s Long Range Facilities Plan identifies needs at multiple schools across all regions of the district. Furthermore, the proximity of large trees to several school buildings increases the risk of wind-related damage from falling limbs or uprooted trees.

To address these vulnerabilities, enhancing backup power capacity through the acquisition and installation of reliable generators at critical school sites is essential. This will ensure that schools can maintain essential operations, lighting, communication systems, and life-safety equipment during power disruptions, thereby improving overall resilience and emergency preparedness.

**Generators:** Further, full school generators & above-ground fuel tanks are needed at each school and district facility to help protect assets of food for disaster response purposes. Generators are also necessary to enhance communications during a wide variety of natural disasters involving power outages. Generators are also needed for school and Red Cross and Emergency Sheltering purposes. Finally, generators are needed to continue school operations when the power is out for extended periods of time. Some existing fuel tanks and generators need to be replaced, as identified in the LCSD Long Range Facility Planning Report, September 2020.

**Plan:** Until we get full-school generators for all schools, the district needs a consultant to develop a master Generator Plan for all schools, including what is needed, how to construct to serve various assets in each building, how to rotate limited generator power during a Red Cross Shelter activation so that shelter residents are served and assets like freezers and communications are protected and operational. We also need to determine how to transfer diesel fuel from school buses into our generators. A master plan is needed.

### Ideas for Implementation (How will it get done?):

Begin by conducting facility audits to identify critical systems—such as lighting, HVAC, communication, and security—that require backup power. Schools should be prioritized based on their vulnerability to severe weather, historical power outage data, and their role in community emergency response.

## Mitigation Action #9: Backup Power (Generators)

(continued)

REVISED: Create a generator master plan. Procure funding for full-school generators & above-ground fuel tanks for all schools and district facilities. OLE, TAES, Holly Farm, YVE, SCE, NHS, TLC, TOES, TOHS, ARC, F/M, CVH, WHS. Upgrade or replace existing generators at TOES, CVH, and replace fuel tank at WHS with a bigger tank. Explore the possibility of converting the existing generator at TOES (Toledo) to another fuel source (diesel, etc.). Complete the connection of the fire department generator to the Burgess Complex. (Toledo).

Select appropriate generator types—diesel, natural gas, or solar with battery backup—based on site-specific needs, fuel availability, and environmental considerations. Install automatic transfer switches to ensure seamless power transitions and ensure all installations comply with local codes, fire safety standards, and FEMA guidelines.

Address tree-related hazards by contracting certified arborists to assess and mitigate risks from large trees near school buildings. Establish a routine vegetation management schedule to reduce the likelihood of wind-related damage.

Update the district’s emergency response plans to incorporate generator use protocols and maintenance procedures. Provide training for staff on generator operation, safety measures, and emergency communication systems.

Implement a district-wide maintenance plan for regular generator testing, fuel management, and system inspections. Consider using remote monitoring systems to track generator performance and always ensure readiness.

### Action Status Report

#### 2025 Update:

- This is a new Action Item
- Applied for a PIER Grant and was awarded the grant (2025) for full-school generators and above ground 2,500-gallon fuel tanks at Taft High and Newport Middle Schools. This project should be completed in 2026.

**Champion/  
Responsible Organization:**

Facilities & Maintenance

**Internal Partners:**

Safety Coordinator

**External Partners:**

All cities and County planning departments, forest management agencies.

**Potential Funding Sources:**

FEMA HMA, Grants, bond, local funding resources

**Estimated cost:**

Medium to High

**Timeline:**

- Ongoing  
 Short Term (1-4 years)  
 Medium Term (4-10 years)  
 Long-Term (10+ years)

**Form Submitted  
by:**

Form developed by OPDR and Lincoln County School District, 2025

**Action Item Status:**

New

## Mitigation Action #10: Safe Rooms

(What do we want to do?)

Alignment with Plan Goals:

High Priority  
Action  
Item?

Strengthen student and staff safety during severe weather and other hazardous events by developing and implementing a comprehensive Safe Rooms Plan for each school facility, providing access to structurally reinforced, hazard-resistant shelter areas across the district.

1     2     3     4     Yes  
 5     6     7     8  
 9     10     11

### Alignment with Existing Plans/Policies:

All Hazards Emergency Plan

### Rationale for Proposal (Why is this important?):

Lincoln County School District is in a region prone to severe weather events, including high winds, coastal storms, and the potential for tornadoes. Many school buildings across the district lack adequate interior, windowless spaces that can serve as protective shelters during such events. This leaves students and staff vulnerable to injury from flying debris, structural damage, and broken glass, especially in classrooms with large exterior windows or aging infrastructure.

The district's Long Range Facilities Plan has identified structural vulnerabilities in several schools, including compromised roofs and proximity to large trees that pose additional risks during windstorms. In the absence of designated safe rooms, emergency response options are limited, and evacuation may not always be feasible or safe during fast-moving weather events.

Developing and implementing a comprehensive Safe Rooms Plan will significantly enhance the district's ability to protect students and staff during hazardous events. Structurally reinforced, hazard-resistant shelter areas will provide a reliable refuge, reduce the risk of injury, and support continuity of operations during and after emergencies.

### Ideas for Implementation (How will it get done?):

Consider options for storm shelters or Safe Rooms that could double as some kind of educational environment for daily use and improve our capacity to reduce risk for multiple hazards such as tornados, severe wind, hazardous materials spills in the community, nuclear/radiation emergencies, active threat/lockdown situations, bomb shelter, etc

Begin with a district-wide assessment to identify schools that lack adequate shelter areas. Evaluate existing interior spaces for their potential to be retrofitted into safe rooms. Prioritize schools based on their exposure to risk, student population size, and known structural vulnerabilities.

Design safe rooms in accordance with FEMA P-361 and ICC 500 standards to ensure they are structurally reinforced and hazard-resistant. Where possible, incorporate multi-use functionality by converting existing spaces such as gyms or storage rooms into dual-purpose safe rooms. Plan safe rooms to accommodate accessibility for individuals with disabilities.

# Mitigation Action #10: Safe Rooms

(continued)

## Action Status Report

### 2025 Update:

- This is a new Action Item

**Champion/  
Responsible Organization:** Facilities & Maintenance

**Internal Partners:**

Safety Coordinator

**External Partners:**

All cities and County planning departments, forest management agencies.

**Potential Funding Sources:**

Grants, bond, local funding resources

**Estimated cost:**

Low to High

**Timeline:**

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

**Form Submitted by:** Form developed by OPDR and Lincoln County School District, 2025

**Action Item Status:** New

# Attachment B:

## Public Involvement Summary

---

Members of the Steering Committee provided edits and updates to the NHMP prior to the public review period as reflected in the final document. In addition, a survey was distributed that included responses from residents of the district (Volume II, Appendix F).

To provide the public information regarding the draft NHMP addendum, and provide an opportunity for comment, an announcement was provided from August 7 through 21, 2025 on the County's website and publicized by the district. Comments were reviewed and integrated into the NHMP as applicable. Additional opportunities for stakeholders and the public to be involved in the planning process are addressed in Volume II, Appendix B.

Various agencies and organizations contributed input through multiple channels, including comments on the draft. These groups include local and regional hazard mitigation agencies, development regulators, neighboring communities, businesses, academia, nonprofits, and community-based organizations serving underserved and socially vulnerable populations (see Volume II, Appendix B).

### Steering Committee

Steering Committee members possessed familiarity with the district and how it is affected by natural hazard events. The Steering Committee guided the update process through several steps including goal confirmation and prioritization, action item review and development, and information sharing, to update the NHMP and to make the NHMP as comprehensive as possible. The Steering Committee met formally on the following dates: March 14, 2025 Facilities review with Sue Graves, Rich Belloni/Facilities Director, and Tim Kaufman/Facilities Manager; April 3, 2025 Technology review with Sue Graves, Bryan Freschi/Technology Director, and Joshua Bates/Technology Manager; April 4, 2025 Food/Nutrition Services review with Jamie Nicholson/Nutrition Services Manager, Patty Graves/Sodexo Nutrition Manager; and April 8, 2025 plan review and update meeting with IPRE faculty and Sue Graves.

On April 8, participants gathered to review the County's previous NHMP and receive updates on the current planning process. The meeting began with an overview of hazard mitigation planning, the NHMP update process, and the project timeline.

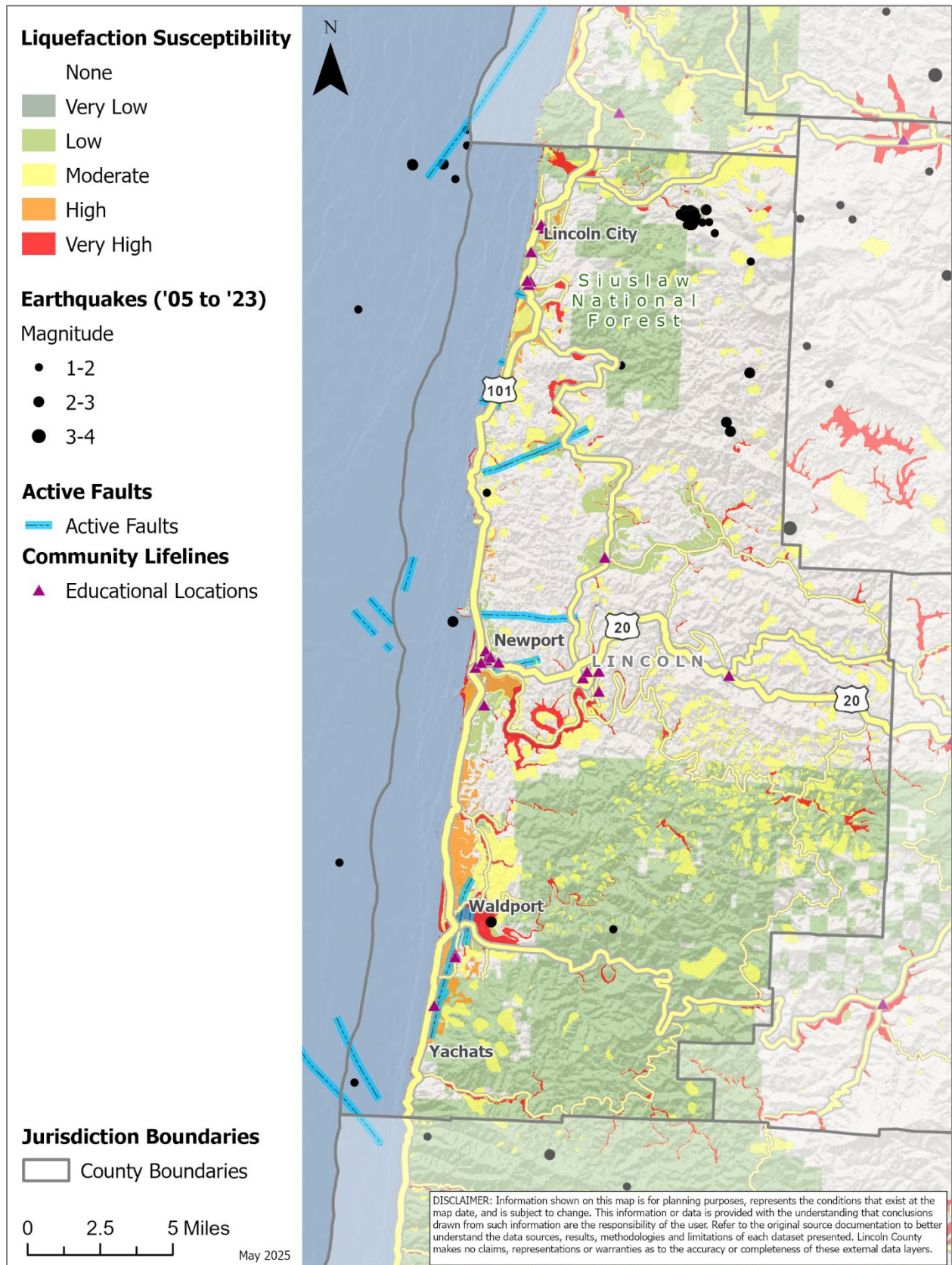
Attendees revisited the recent history of hazard events, reaffirmed the NHMP's mission and goals, and discussed strategies for public outreach. They also reviewed the draft risk assessment update, providing feedback on community vulnerabilities and hazard-specific information. The session concluded with a review and update of the implementation and maintenance program to ensure the NHMP remains responsive and effective over time.

# Attachment C: Hazard Maps

---

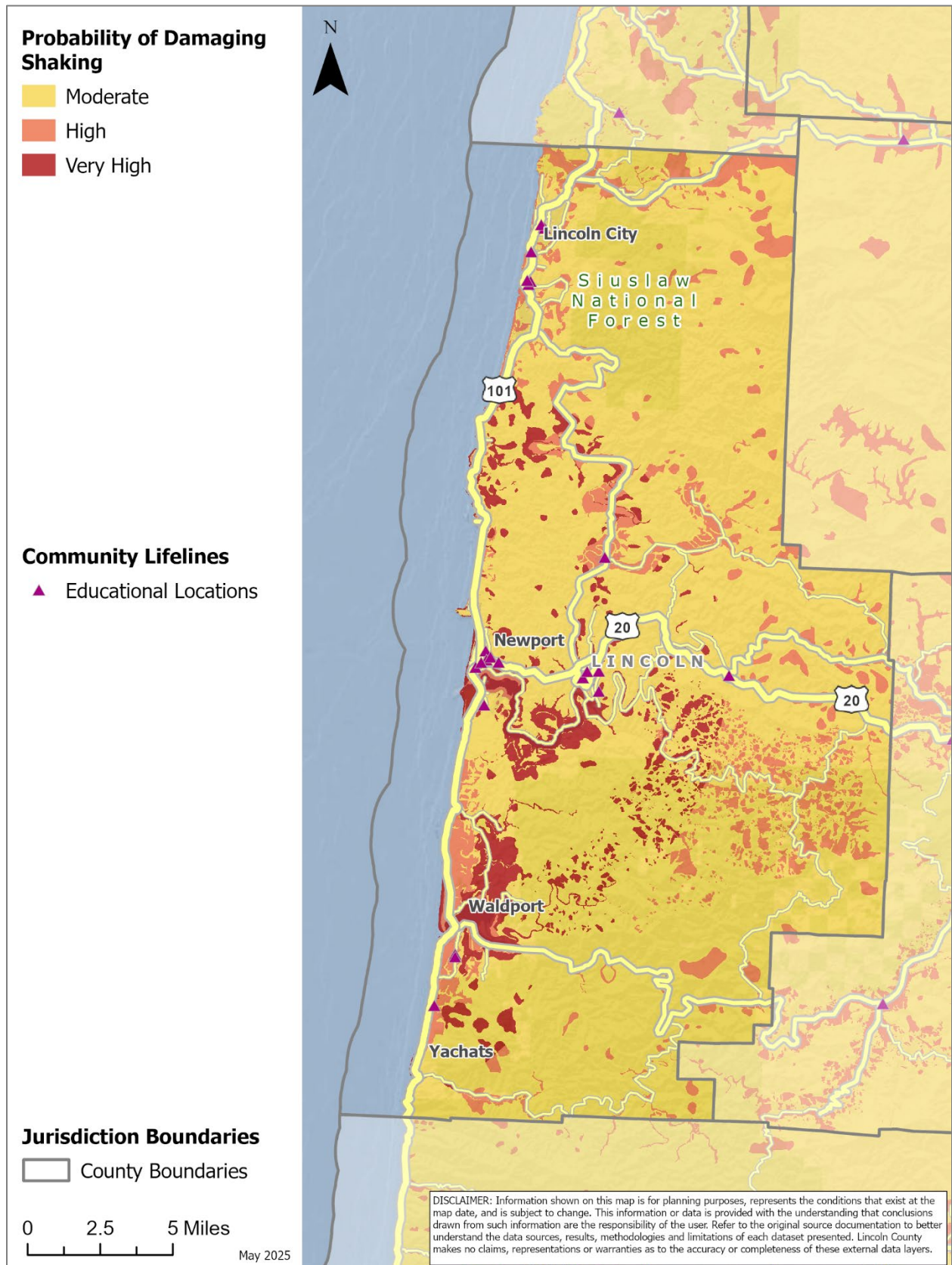
MAP LCSD-2 EARTHQUAKE LIQUEFACTION (SOFT SOIL) HAZARD AND ACTIVE FAULTS .....	67
MAP LCSD-3 PROBABILITY OF DAMAGING SHAKING.....	68
MAP LCSD-4 PERCEIVED SHAKING & DAMAGE POTENTIAL, PROBABILISTIC EARTHQUAKE MODEL .....	69
MAP LCSD-5 PERCEIVED SHAKING AND DAMAGE POTENTIAL, CSZ EARTHQUAKE MODEL .....	70
MAP LCSD-6 TSUNAMI INUNDATION SCENARIOS .....	71
MAP LCSD-7 FLOOD HAZARD ZONES (100- AND 500-YEAR FLOODPLAINS) .....	72
MAP LCSD-8 LANDSLIDE SUSCEPTIBILITY EXPOSURE .....	73
MAP LCSD-9 BURN PROBABILITY AND FIRE HISTORY (1992-2022).....	74
MAP LCSD-10 POTENTIAL WILDFIRE IMPACT (OVERALL) .....	75

## Map LCSD-2 Earthquake Liquefaction (Soft Soil) Hazard and Active Faults



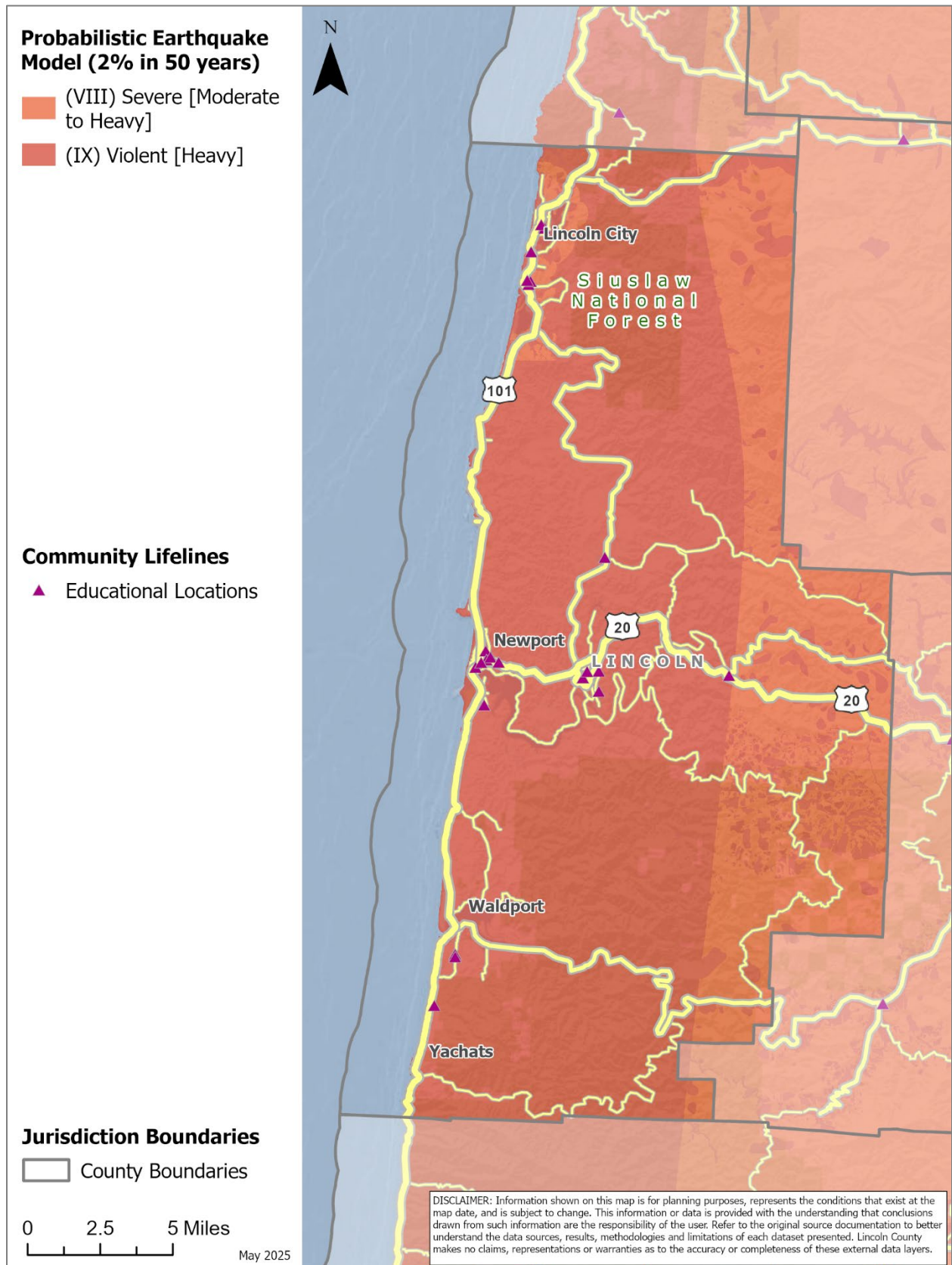
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

## Map LCSD-3 Probability of Damaging Shaking



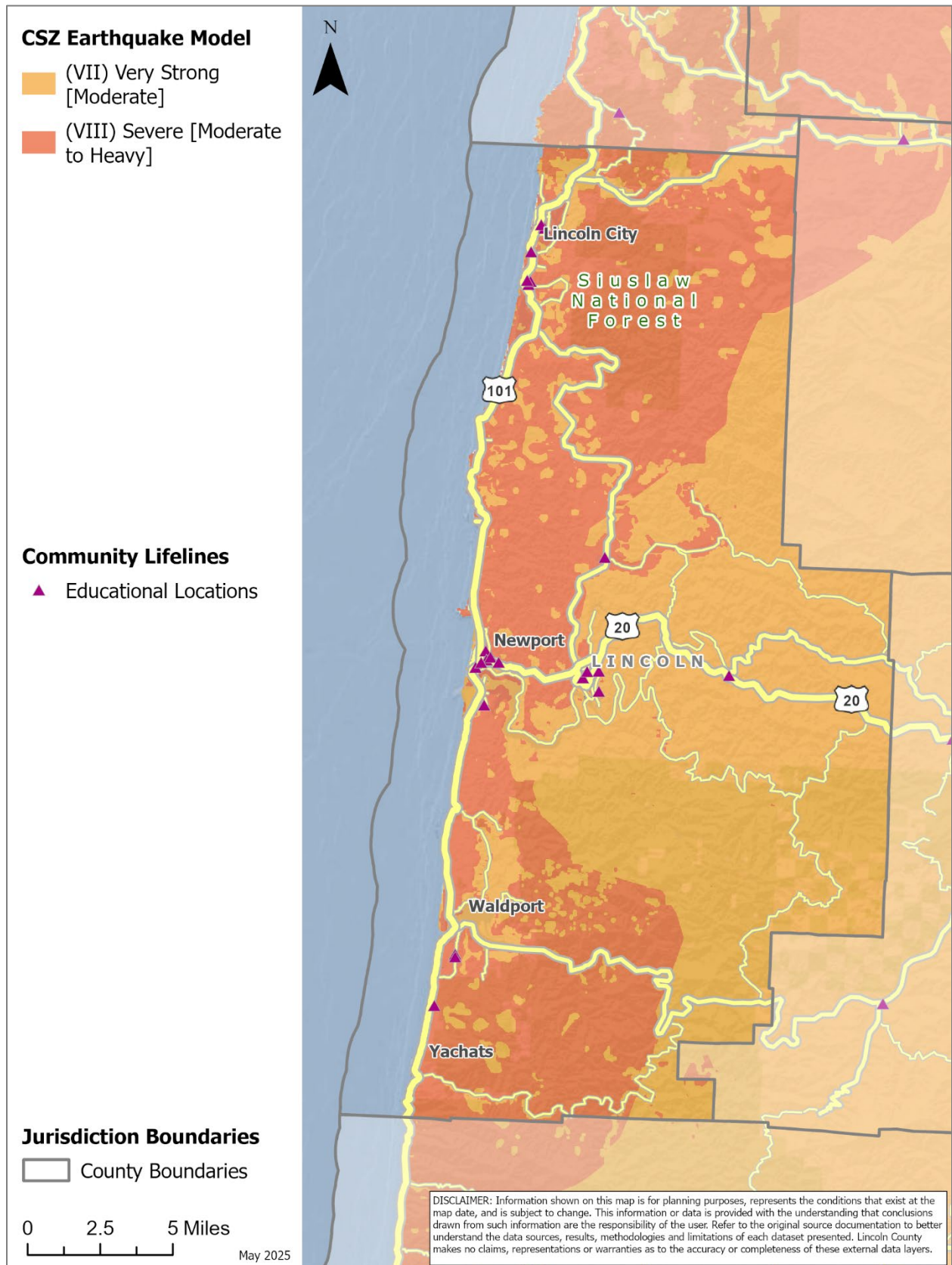
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

## Map LCSD-4 Perceived Shaking & Damage Potential, Probabilistic Earthquake Model



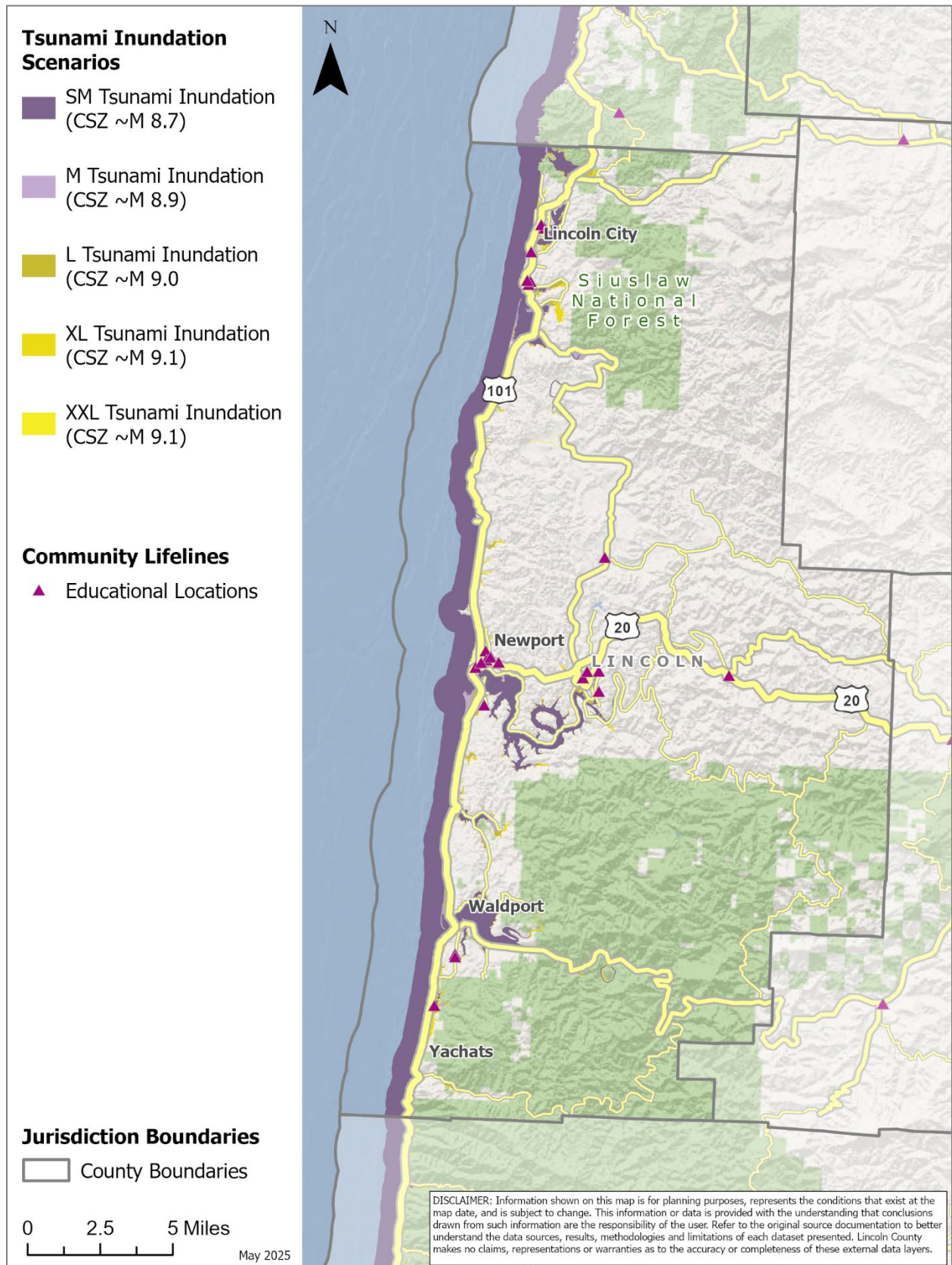
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

## Map LCSD-5 Perceived Shaking and Damage Potential, CSZ Earthquake Model



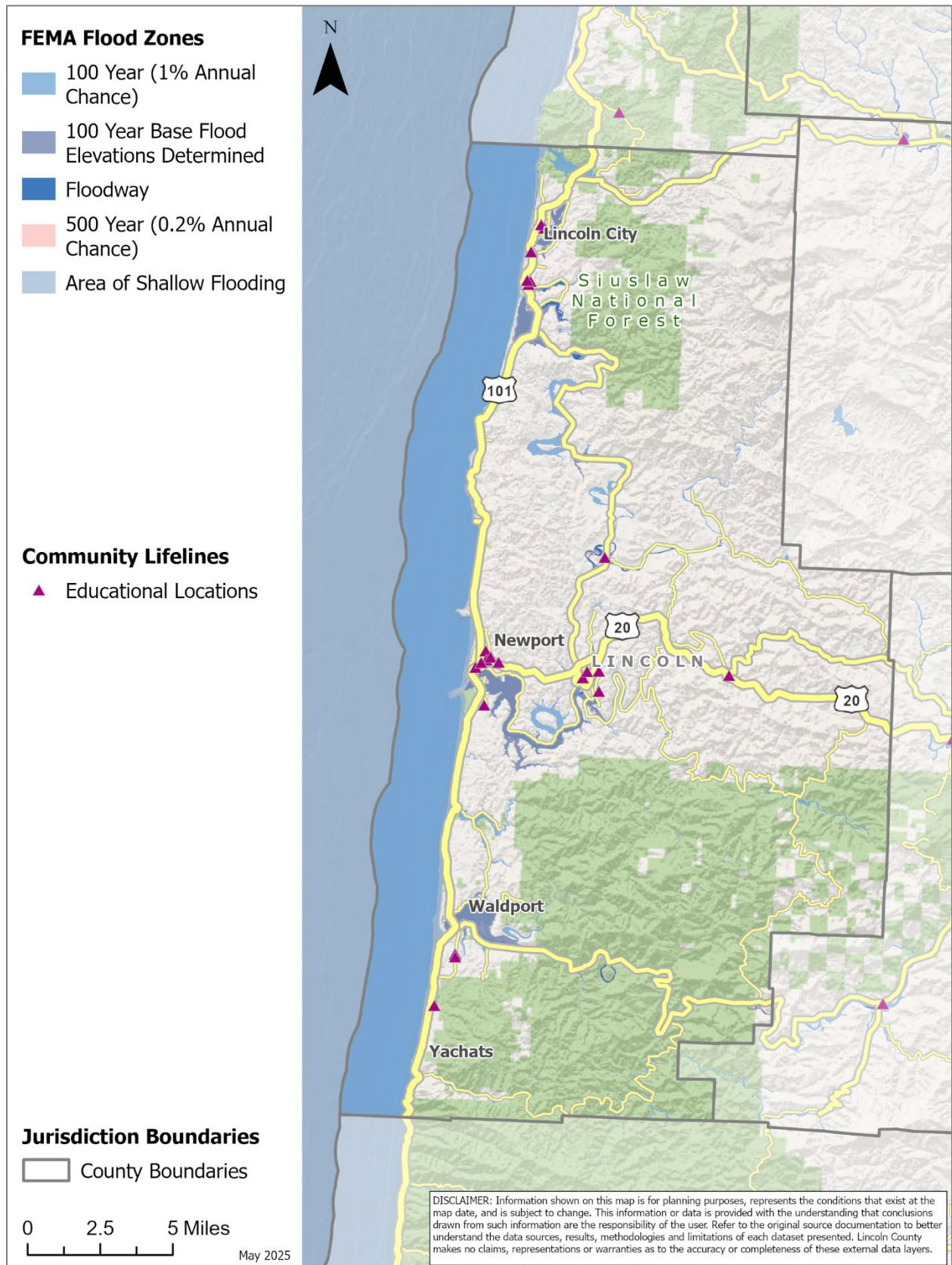
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

## Map LCSD-6 Tsunami Inundation Scenarios



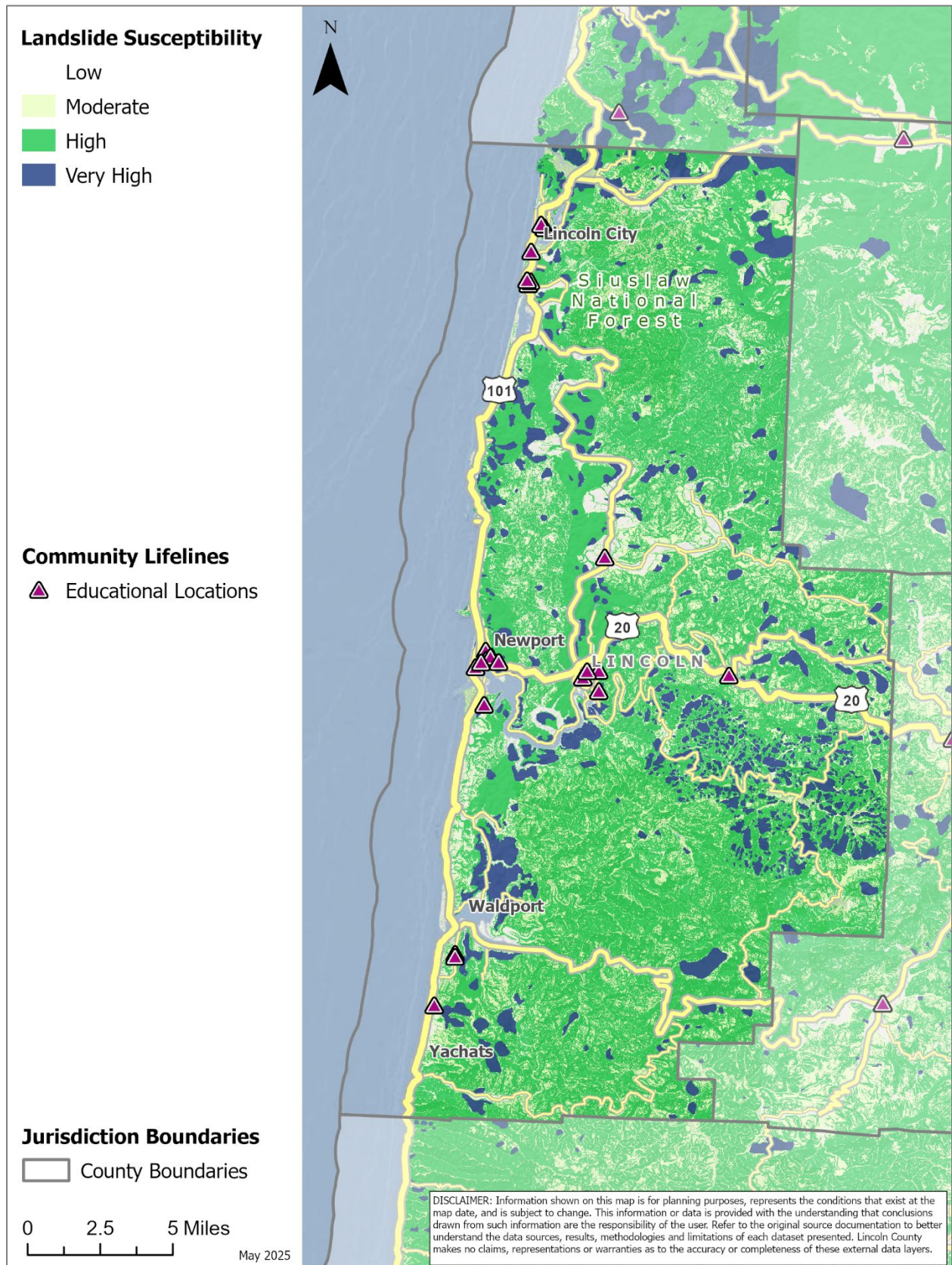
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

## Map LCSD-7 Flood Hazard Zones (100- and 500-year floodplains)



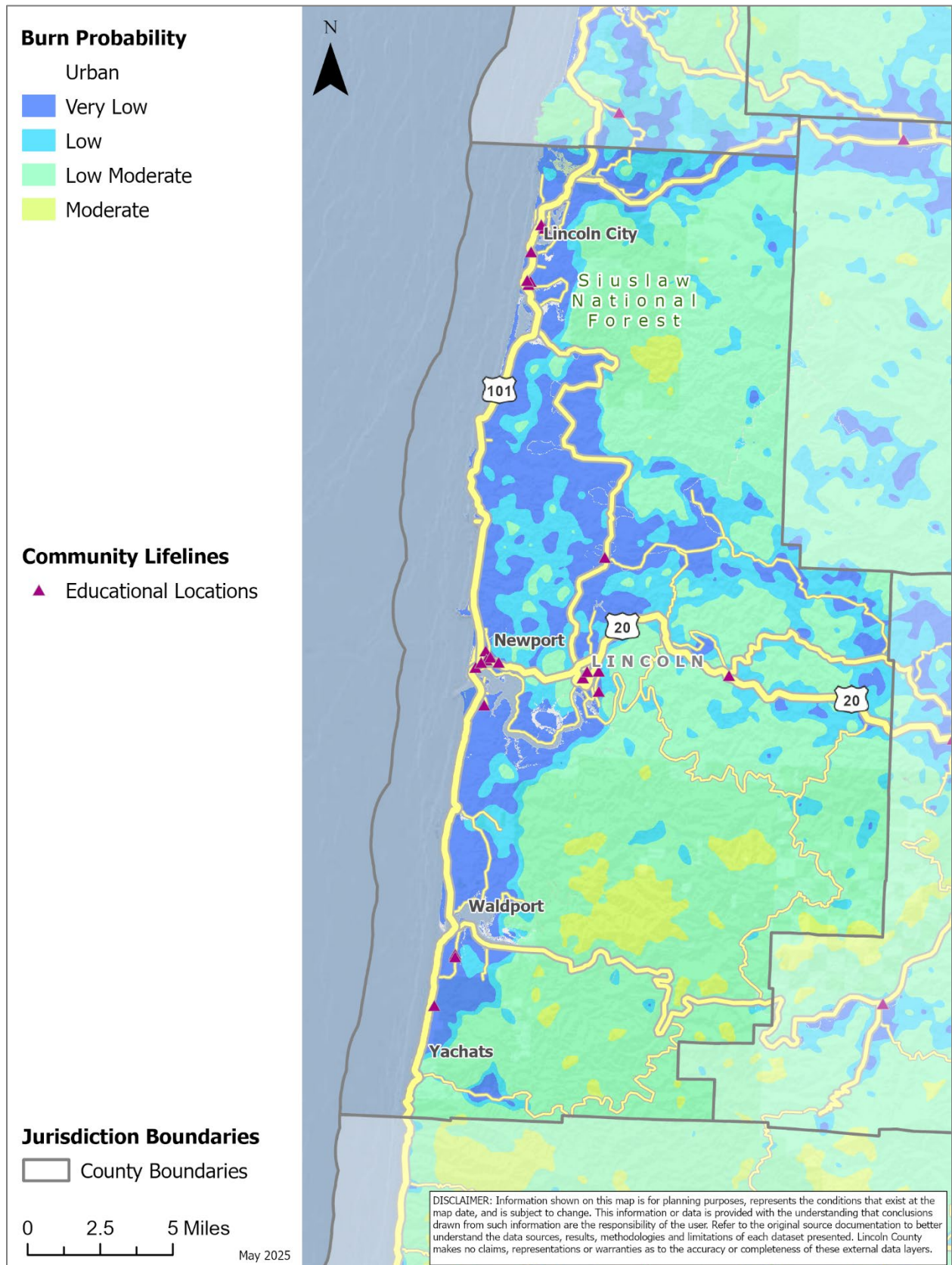
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

## Map LCSD-8 Landslide Susceptibility Exposure



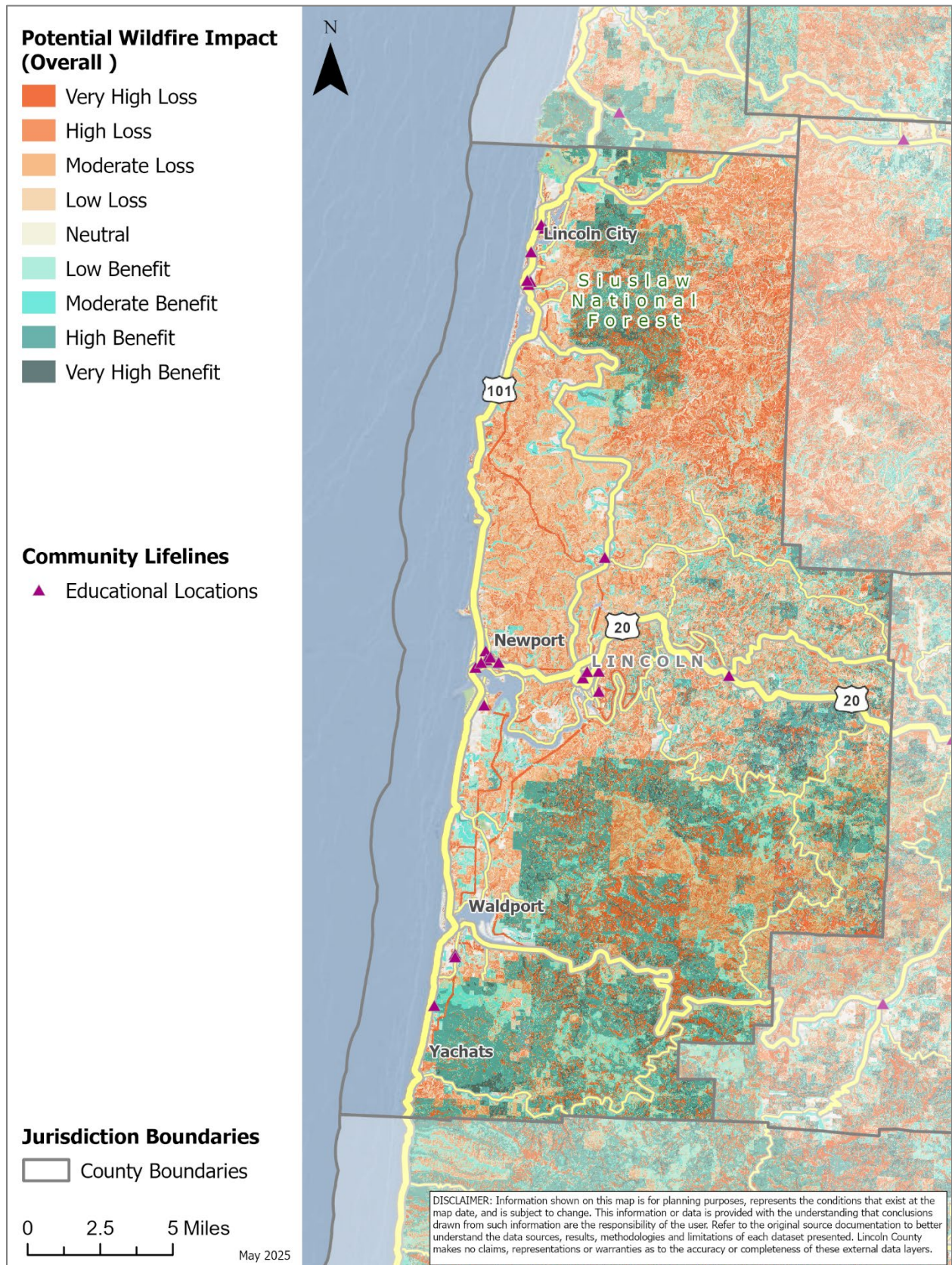
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

## Map LCSD-9 Burn Probability and Fire History (1992-2022)



Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

## Map LCSD-10 Potential Wildfire Impact (Overall)



Source: [PNW Quantitative Wildfire Risk Assessment](#) (2023, layer name = icNVC), To view map detail click hyperlink to left..

**A Resolution Adopting the Lincoln County School District (LCSD) Representation in the Updates to the Lincoln County Multi-Jurisdictional Natural Hazards Mitigation Plan**

**Whereas**, the LCSD recognizes the threat that natural hazards pose to people, property and infrastructure within our community; and

**Whereas**, undertaking hazard mitigation actions will reduce the potential for harm to people, property and infrastructure from future hazard occurrences; and

**Whereas**, an adopted Natural Hazards Mitigation Plan is required as a condition of future funding for mitigation projects under multiple FEMA pre- and post-disaster mitigation grant programs; and

**Whereas**, the LCSD has fully participated in the FEMA prescribed mitigation planning process to prepare the *Lincoln County, Multi-Jurisdictional Natural Hazards Mitigation Plan*, which has established a comprehensive, coordinated planning process to eliminate or minimize these vulnerabilities; and

**Whereas**, the LCSD has identified natural hazard risks and prioritized a number of proposed actions and programs needed to mitigate the vulnerabilities of the LCSD to the impacts of future disasters within the *Lincoln County, Multi-Jurisdictional Natural Hazards Mitigation Plan*; and

**Whereas**, these proposed projects and programs have been incorporated into the *Lincoln County, Multi-Jurisdictional Natural Hazards Mitigation Plan* that has been prepared and promulgated for consideration and implementation by the participating cities and special districts of Lincoln County; and

**Whereas**, the Oregon Department of Emergency Management and Federal Emergency Management Agency, Region X officials have reviewed the *Lincoln County, Multi-Jurisdictional Natural Hazards Mitigation Plan* and pre-approved it contingent upon this official adoption of the participating governments and entities;

**Whereas**, the NHMP is in an on-going cycle of development and revision to improve its effectiveness; and

**Whereas**, LCSD adopts the NHMP and directs the Superintendent to develop, approve, and implement, as feasible, the mitigation strategies and any administrative changes to the NHMP.

**Now, therefore, be it resolved**, that the Lincoln County School District (LCSD) adopts *the Lincoln County Multi-Jurisdictional Natural Hazards Mitigation Plan* as an official plan; and

**Be it further resolved** that the Lincoln County School District will submit this Adoption Resolution to the Oregon Department of Emergency Management and Federal Emergency Management Agency, Region X officials to enable final approval of the *Lincoln County Multi-Jurisdictional Natural Hazards Mitigation Plan*.

Adopted this 9th day of December, 2025

---

*Certifying Official*

3. Taft 7-12 Stage Lighting

**LINCOLN COUNTY SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
December 9, 2025**

**TOPIC:** Taft High School Stage Lights

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Rich Belloni

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

---

**DESCRIPTION OF AGENDA ITEM:**

Facilities and Maintenance would like the Lincoln County School Board to approve the purchase of lights at Taft High School for the stage.

UltraSonic will be installing lights.

Cost of lights \$77,306.00

Attachments attached

**SUPERINTENDENT'S RECOMMENDATION:**

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



# BS10

## 10 Button Remote Wall Station

BS10 is a professional-grade lighting solution. 10 Backlit and numbered buttons provide easy feedback, and the RJ45 connection combines power and data for simple and efficient connectivity to the NETRON node over standard CAT5 wiring. 10 Backlit and numbered buttons provide easy feedback, and the RJ45 connection combines power and data for simple and efficient connectivity to the NETRON node over standard CAT5 wiring.

UPC: 810008264812

SKU: NBS110

## SPECIFICATIONS

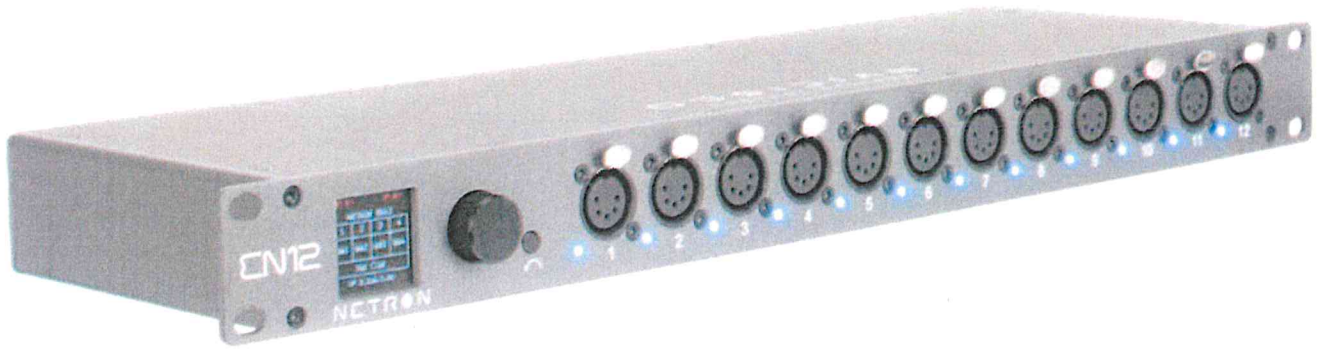
## DOWNLOADS

# BS10

The NETRON BS10 is an elegant wall station for cue or preset recall from the EN12i EtherDMX Node.

10 Backlit and numbered buttons provide easy feedback, and the RJ45 connection combines power and data for simple and efficient connectivity to the NETRON node over standard CAT5 wiring.

- 10 Button Remote for EN12i
- 10 Red / Blue Backlit Buttons
- Cue or Preset Recall
- Decora Cover Plate
- For technical details and documentation of NETRON devices please visit
- <https://obsidiancontrol.com/netron>



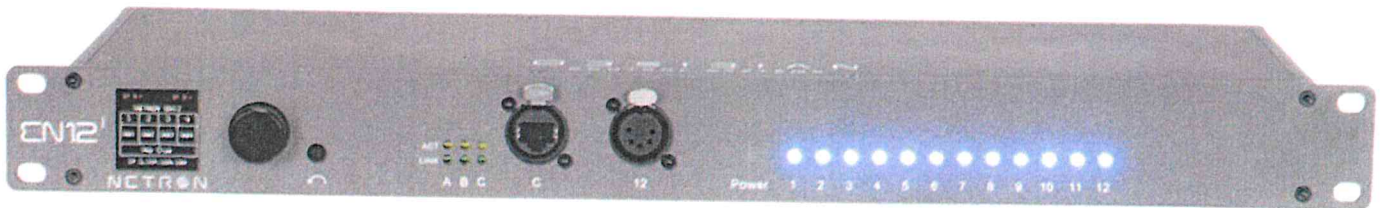
## EN12

### 12-Port Ethernet DMX Gateway

EN12 is a professional-grade lighting solution. Easy to configure with a range of integrated presets plus a wide array of advanced merge and routing features it is the ideal device for live production or installations requiring a lot of physical DMX ports. Easy to configure with a range of integrated presets plus a wide array of advanced merge and routing features it is the ideal device for live production or installations requiring a lot of physical DMX ports.

UPC: 810008260685

SKU: NRE001



# EN12i

## 12-Port Ethernet DMX Gateway

EN12i is a professional-grade lighting solution. Easy to configure with a range of integrated presets plus a wide array of advanced merge and routing features it is the ideal device for permanent installations requiring a lot of physical DMX ports. Additionally, the EN12i provides two convenient front access ports to the internal gigabit switch and a single 5pin DMX output.

1.44 1



## NX1-16

The NX1-16 is the essential lighting controller in the innovative and powerful ONYX platform. Fully featured and unrestricted it offers the complete ONYX experience without compromises in an ultra-compact package.



## Par Z150 RGBA



Pay over time for orders over **\$35.00** with [shop Pay](#) [Learn more](#)

A modern twist on the classic halogen Par Can, the Par Z150 RGBA Plus combines a potent 150-Watt C.O.B. LED light source with a rechargeable Lithium-ion battery (selectable 5–20 hours) in a traditional Par 64 enclosure. Offering a choice of 5 beam angles (7~25-degrees) and full color mixing, including white light with a color temperature of between 2300K and 9900K, it is ideal for washing both stages and event spaces of all shapes and sizes. Aria X2 wireless management system is built-in.

UPC: 810087372811  
SKU: PAR155

[Find a Dealer](#)

QTY 24



## Vizi Pix Z19

CE FC

Pay over time for orders over **\$35.00** with [shop Pay](#) [Learn more](#)

Vizi Pix Z19 is a cutting-edge tool for modern lighting designers, delivering a stunning array of dynamic effects and advanced virtual CMY color mixing for an unforgettable live experience. Featuring 19x 30-Watt RGBL LEDs, vibrant RGB background LEDs, and an innovative LED ring, it creates immersive beams, washes, and vibrant color effects that captivate audiences.

UPC: 810087374075  
SKU: VIZ290

#### 4. Taft Elem Music Room Framing

**LINCOLN COUNTY SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
December 9, 2025**

**TOPIC:** TAES Music Room Framing

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Rich Belloni

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

---

**DESCRIPTION OF AGENDA ITEM:**

Lincoln County School District request proposals for LABOR ONLY framing for per plans on existing foundation at Lincoln County School District's Taft Elementary School, (4040 SE High School Drive, Lincoln City, OR 97367).

We have 3 qualified proposals as follows:

Elk Ridge Service \$99,828.00

S&J Construction Inc \$160,360.00

Coastal Contracting Inc \$215,280.00

Facilities and Maintenance is asking the board to approve the low bidder and availability start date of 12/10/2025, project to be awarded to Elk Ridge Service.

**SUPERINTENDENT'S RECOMMENDATION:**

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

- c. Board
  - 1. OSBA Elections
    - i. Board of Directors Candidates

**NOMINATION FORM  
OSBA BOARD OF DIRECTORS  
REGIONAL MEMBER**

Date: 8-22-2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025**

Return this form and all candidate information  
forms to the OSBA office by email at  
[elections@osba.org](mailto:elections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

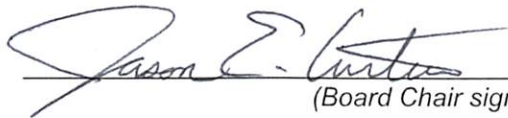
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the  
Linn Benton Lincoln Region, Position # 10.

**BOARD CANDIDATE INFORMATION**

Name: Clyde Road  
District/ESD/Community College: Lebanon Community School District  
Address: 227 S. 7th St.  
City: Lebanon Oregon ZIP: 97355  
E-mail: clyderoad.lcsd4@gmail.com Phone: 541-905-1547

This nomination was approved by official action of our board of directors at a duly called meeting on  
8/11/2025.  
(date)



(Board Chair signature)

Board Chair name: Jason E. Curtis  
District: Central Linn School District  
Address: P.O. Box 200  
City, State, Zip: Halsey OR 97348

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

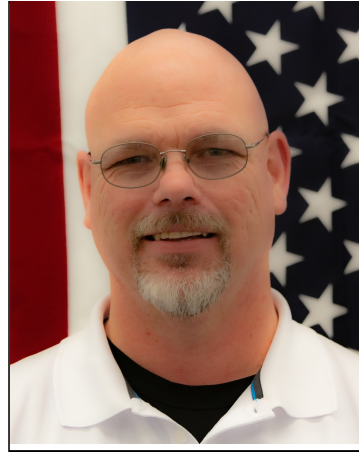
E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.



# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

**NOMINATION FORM  
OSBA BOARD OF DIRECTORS  
REGIONAL MEMBER**

Date: September 11, 2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025**

Return this form and all candidate information  
forms to the OSBA office by email at  
[elections@osba.org](mailto:elections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

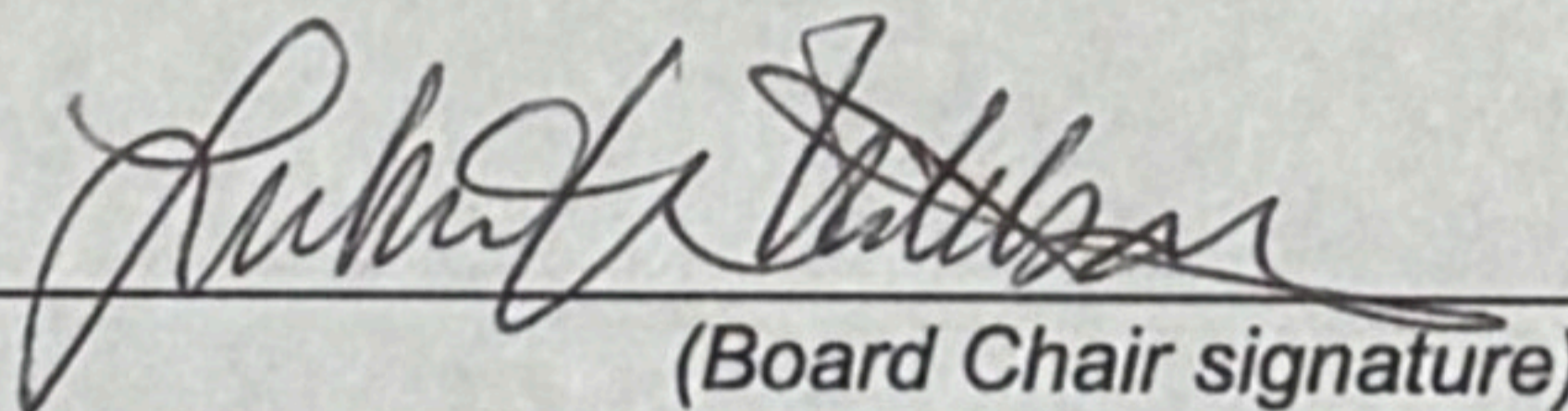
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the  
LINN/BENTON/LINCOLN Region, Position # 10.

**BOARD CANDIDATE INFORMATION**

Name: Luhui Whitebear  
District/ESD/Community College: CORVALLIS 509J SCHOOL DISTRICT  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ Oregon ZIP: \_\_\_\_\_  
E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

**This nomination was approved by official action of our board of directors at a duly called meeting on  
September 11, 2025  
(date)**

  
\_\_\_\_\_  
(Board Chair signature)

Board Chair name: Luhui Whitebear, Ph.D.  
District: Corvallis 509J School District  
Address: 1555 SW 35th Street  
City, State, Zip: Corvallis, OR 97333

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.



# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

ii. Legislative Policy Committee Candidate

**NOMINATION FORM  
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)  
REGIONAL MEMBER**

Date 08/25/2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

Return this form and all candidate information  
forms to the OSBA office by email at  
[elections@osba.org](mailto:elections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Linn, Benton, Lincoln Region, Position # 10.

**LPC CANDIDATE INFORMATION**

Name: Jason Curtis  
District/ESD/Community College: Central Linn School District  
Address: 809 Washburn St  
City: Brownsville Oregon ZIP: 97327  
E-mail: jason.curtis@centrallinn.k12.or.us Phone: 541-619-5340

This nomination was approved by official action of our board of directors at a duly called meeting on  
08/11/2025  
(date)



(Board Chair signature)

Board Chair name: Garrett Leabo  
District: Central Linn School District  
Address: P.O. Box 200  
City, State, Zip: Halsey OR 97348

## OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jason E. Curtis Date: 9/25/25  
 Address: 809 Washburn St.  
 City/Zip: Brownsville/97327  
 Business phone: \_\_\_\_\_  
 Residence phone: \_\_\_\_\_  
 Cell phone: (541) 619-5340  
 E-mail: jason.curtis@centrallinn.k12.or.us  
 District/ESD/CC: Central Linn School District  
 Term expires: 6/27 Years on board: 3  
 Region: 10 Position #: 5

Insert your high-resolution digital photo (head shot):

- 1) Open this doc in Adobe
- 2) Click on Tools tab
- 3) Click Edit PDF
- 4) Click on Add Image
- 5) Navigate to where photo is
- 6) Position photo in this frame

*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

 9/25/25  
 Name Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?  
 I am currently on the LPC and would like to continue forward with the experience I have gained in the last year. My initial goal was to gain insight into the process to see where I can best serve our region. Now that I have experienced the full range of the past Legislative Session, I want to engage our region in discussions of the positive outcomes and what areas can have a stronger voice in Salem.
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.  
 I strive to bring all voices into the conversation and create an environment of collaboration. I don't shy away from difficult conversations if that is what it takes to achieve positive results. I hosted the last Round Table discussion for our Region at the OSBA summer convention and I believe the outcome to be very positive while addressing some challenging issues our region is facing.
3. What do you see as the two most challenging legislative issues faced by OSBA?  
 The first is creating avenues whereby regions can have a voice in the legislative process prior to the legislative session. Many of the "bad bills" could be avoided if we can redirect the efforts of our legislators by giving first hand insight into the true needs of our region. The second is truly engaging our region in the overall process. The OSBA does a great job in Salem, but it's difficult to share all information.
4. What do you see as the two most challenging legislative issues faced by your region?  
 Our region is primarily smaller rural districts and our larger districts still encompass a lot of rural area. Legislation isn't always a "one size fits all" scenario and that is one challenge when larger, more metropolitan regions, seem to have a louder voice in Salem. The second is truly engaging our region in the process. OSBA needs to regain the trust of many smaller districts in our region.
5. What is your plan for communicating with boards in your region about legislative issues?  
 This past year was difficult to determine what was already being communicated by OSBA in the regular email vs. what I should be sending in addition to that. I plan to use the OSBA portal more and visit districts more often. I have visited several and plan to do more.

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301  
 Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

# OSBA Legislative Policy Committee CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

Current LPC committee member

**Other education board positions held/dates:**

Current Central Linn School District Board Chair Zone Five-7/22-Present

**Occupation** (Include at least the past five years):

Employers:

Sand Ridge Charter School-Teacher

Curtis Excavation-Business Owner

Dates:

8/01-7/03

7/03-Present

**Schools attended** (Include official name of school, where and when):

High school: Lebanon Union High School, Lebanon OR, 1994-97

College: Oregon State University, Corvallis OR, 1997-2001

Degrees earned: BS Elementary Education

**Education honors and/or awards:**

National Honor Society Member

**Other applicable training or education:**

N/A

**Activities, other state and local community services:**

Brownsville Rural Fire Dept. Volunteer (Current), Brownsville Recreation Center Volunteer Coach (Current), AYSO Soccer Volunteer Coach/Ref. (Past)

**Hobbies/special interests:**

Attending my children's sporting events, Motocross Racing, Reading Non-Fiction (My daughters say that isn't reading, but I greatly enjoy learning new things), Community Events

**Business/professional/civic group memberships; offices held and dates:**

Sharing Hands; Board Member 2014-2018

Brownsville Fire Association; Secretary, VP, President 2013-Present

Brownsville Chamber of Commerce; Member 2015-Present

**Additional comments:**

Thank you for your consideration. It's been an honor serving you this past year and I look forward to taking what I've learned and making big strides for our region this next season if I am re-elected.

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301  
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

12. Items of Information & Discussion
  - a. Teaching & Learning
    1. District Implementation Team Update

# LCSD DISTRICT IMPLEMENTATION TEAM

# Purpose of the DIT:

---

## WHAT IS THE DIT?

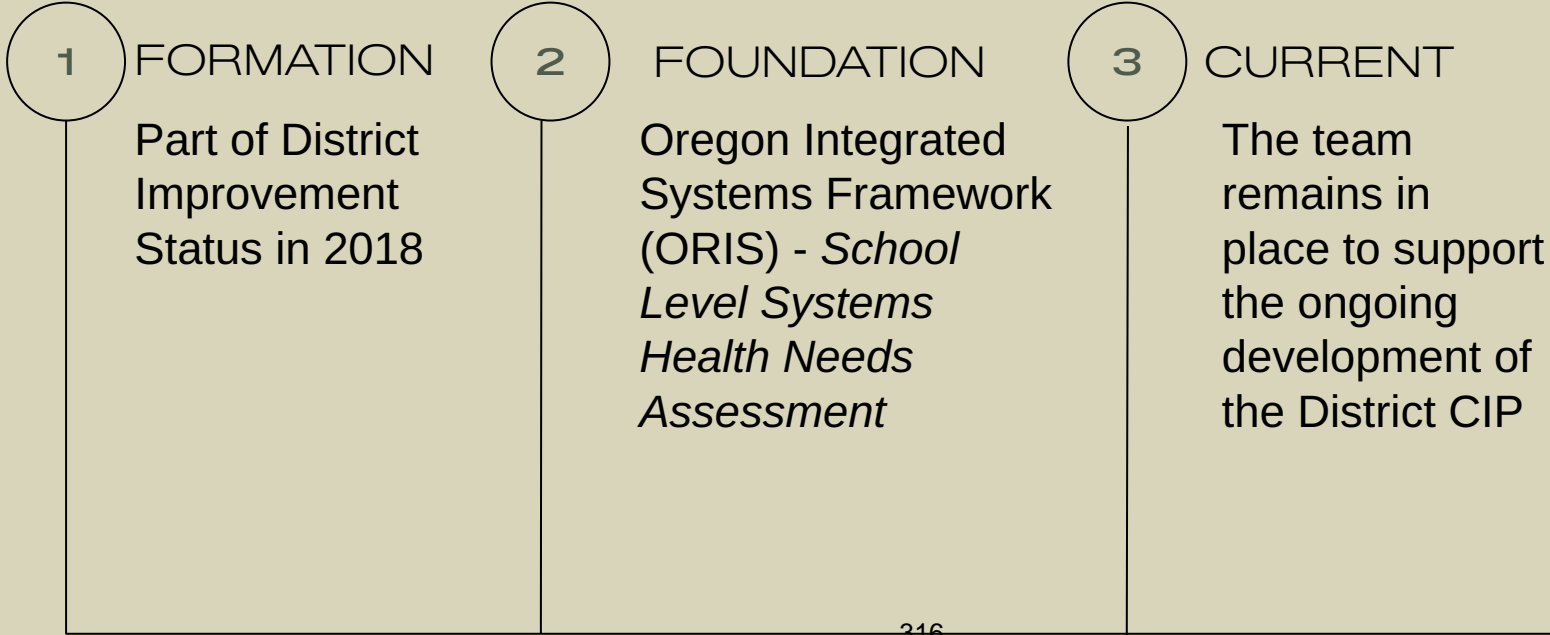
- A team made up of building administrators, teachers, and district administrators
- Representatives from each school
- The team meets three times a year

## PURPOSE:

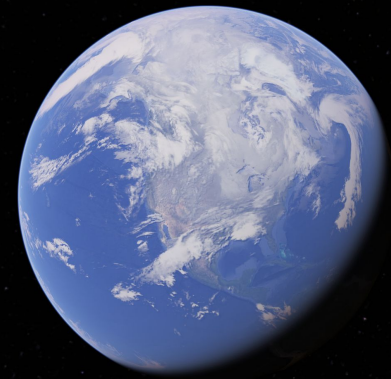
- Alignment
- Communication
- Transparency
- Implementation of district-wide goals and systems - to support the district Continuous Improvement Plan (CIP)



# OUR HISTORY



# DISTRICT IMPLEMENTATION



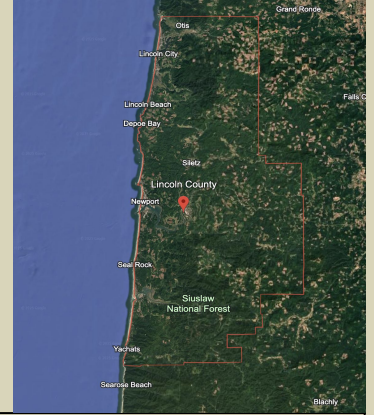
- Review district-wide data from test scores and combined building SIPs to analyze the health and progress of the district
- Typically we select an area of focus to review in more depth - attendance, behavior, test scores, program implementation, etc (parts of the CIP)
- Complete the ORIS as a progress check

# SCHOOL IMPLEMENTATION



- School Improvement Plan (SIP) completed by each building with goals created around areas for growth
- DIT members take their learning back to their building level Leadership Teams to communicate district-wide progress and areas of improvement
- Designed aligned PD around building goals

# CLASSROOM IMPLEMENTATION



- Building Level SIP
  - Increasing academic performance
  - iReady and SBAC
- Leadership and PLCs
  - Meet monthly as Leadership Team
  - Building PLC - instructional improvement (exit strategies)
  - Department PLC - focus on student skills
  - Collective Efficacy with teachers
- Instructional impact
  - Gains in student learning (assessments)
  - Improvement in math, science, language arts in 7th, 8th, and 11th grade as well as cohort improvement
  - Teacher to teacher observations
  - Feedback in walkthrough and accountability

- b. Business Services
  - 1. Integrated Programs - Student Investment Account Grant Agreement
- c. Facilities & Maintenance/Transportation/Food Services
  - 1. PIER Grant Toledo High School Generator

**LINCOLN COUNTY SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
December 9, 2025**

**TOPIC:** TOHS Generator

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Rich Belloni

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

---

**DESCRIPTION OF AGENDA ITEM:**

Facilities and Maintenance are working with Sue Graves, and Kim Cusick to add another generator to our PIER Grant for Toledo High School  
PIER Grant says they have additional money.

**SUPERINTENDENT'S RECOMMENDATION:**

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

## 2. Yaquina View & Oceanlake Play Shed

**LINCOLN COUNTY SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
December 9, 2025**

**TOPIC:** Yaquina View and Oceanlake Play Sheds

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Rich Belloni

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

---

**DESCRIPTION OF AGENDA ITEM:**

Facilities and Maintenance requested proposals for metal play sheds  
OLE 40'x 100' and YV 40'x 94'

Facilities and Maintenance received one proposal for each metal play shed  
OLE \$85,200.09  
YV \$ 88,380.42

Facilities and Maintenance will be asking the LCSD School Board to approve proposals  
on January 13, 2026

**SUPERINTENDENT'S RECOMMENDATION:**

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

### 3. Classroom Upgrades

**LINCOLN COUNTY SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
December 9, 2025**

**TOPIC:** Classroom Upgrades

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Bryan Freschi

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

---

**DESCRIPTION OF AGENDA ITEM:**

The Technology Department, in collaboration with the Facilities Department, is planning to purchase 300 ViewSonic 86" interactive displays that will replace projectors and outdated sound systems in every classroom and media center in the district. The displays will be installed in several phases with a contracting company, which has agreed to warehouse the displays until they are to be installed.

The cost per device is not to exceed \$3,000 (\$900,000 total)

The cost of installation is yet to be determined, but estimated at \$500 per room (\$145,000)

The installer can warehouse the displays for us, and because technology prices are increasing rapidly, we would like to make the purchase sooner than later, even though the plan to start mass installations is not happening until summer break.

**SUPERINTENDENT'S RECOMMENDATION:**

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

- d. Board
    - 1. Public Comment (This time is reserved for general public comment to the Board)
  - e. Other
    - 1. Meeting Takeaways
    - 2. Reminders/Announcements
13. 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 a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation that covered land in what is now Tillamook, Lincoln, Benton, Marion, and Coos Counties. 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.