LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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Board of Directors
NOTICE OF A BOARD MEETING
Lincoln County School District Special Meeting of the Board

Date	**Tuesday, May 27, 2025**
Time	**6:30 PM**
Place	**Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Special Meeting of the Board of the Board beginning at 6:30 PM.

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

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

The agenda is attached.

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

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

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Special Meeting of the Board
Tuesday, May 27, 2025 - 6:30 PM
Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365

Agenda

1. Call to Order & Establishment of a Quorum
2. Action Item
    2.a. Integrated Guidance Application

LINCOLN COUNTY
SCHOOL DISTRICT

Lincoln County School District

2025-27 Integrated Application Presentation to Governing Board

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Contents

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What’s Next

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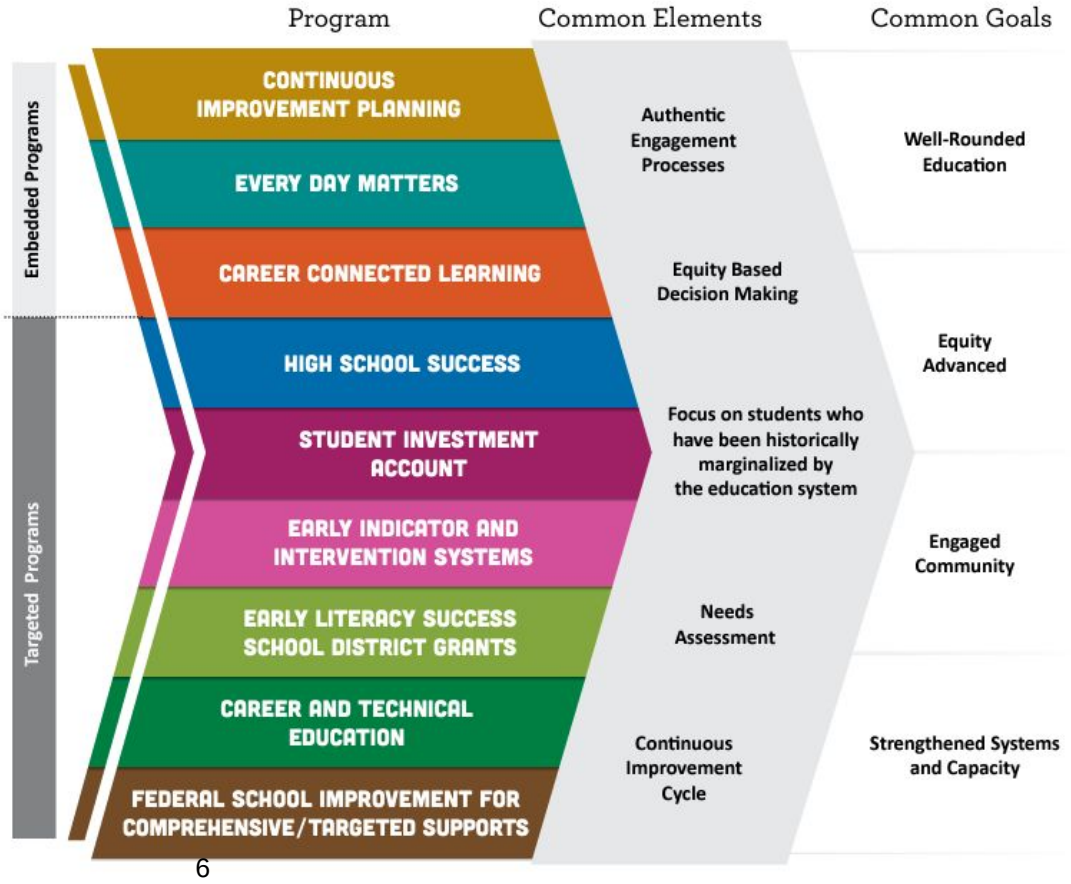
Purpose for Presentation

- To share what was prioritized in the plan
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval after ODE has provided feedback and co-developed LPGT's



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Aligned Programs & Common Goals



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Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to Increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Meet our Planning Team Members

The District Learning Support Team - Superintendent, Assistant Superintendent, Directors, and District level Administrators

The District Implementation Team - Building Administrator and a teacher leader from each school

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Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities

- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

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Equity Lens, Tool(s) & Decision Making

Policy AAA; AAA/Spanish
Policy AAA-AR; AAA-AR/Spanish
Policy ACB

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Community Engagement Highlights

Special Education families overwhelmingly agreed (over 95%) with statements that asked them about their satisfaction with their IEP team, the method and frequency of school communication and the level of support their child receives. The lowest rating (at 93% of families agreeing) asked them whether teachers changed their instruction to meet their child's needs.

High School Students: Students report that they want gender neutral bathrooms, safer schools where student voice is heard and consequences are more consistently applied, a way to engage more in activities at their school and at other HS within the school district (activity buses), they would like to have their voices valued and included in decisions affecting them at school.

Community Survey: Results show that families have seen evidence that the district is removing language barriers, increasing the ease of connecting with school staff, and supporting students for who they are. Areas that we need to continue to focus on are providing an education that meets future needs of the student (i.e. CTE), providing more access to field trips, activities, and clubs; continuing to address bias and discrimination in a way that demonstrates the district's commitment to its policies.

Needs Assessment Highlights

- Provide a robust core curriculum
- Provide relevant CTE courses
- Support students in being on-track to graduate
- Support students engagement and attendance
- Support students in mental health skill development (SEL Curriculum)
- Support student access to mental health services

Our intended Outcomes and Strategies are:

Academic Engagement

- **Install and monitor systems to ensure all students are thriving**
- **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 plan and deliver research-based instruction with high-leverage teaching strategies to engage all students**

Wellness and Belonging

- **Develop the knowledge, skill, and will of educators**
- **Install and monitor responsive systems to meet the needs of students and families (PBIS tiered supports, Attendance, academics)**
- **Ensure students have access to a well-rounded education (CTE, Music, P.E., athletics, co-curricular and extra-curricular activities)**
- **Welcome, accept and affirm equitable practices that break down barriers and promote access**
- **Create strong systems to engage with, support and celebrate staff**

Community Connection

- **Two-way communication practices are in place for all students, with attention to mobile students and primary family languages**
- **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**
- **Develop community relationships for staff, student, and community learning that are consistent, authentic, and ongoing. Relationships inform school and district planning and practices**

Key SIA Investments:

- Elementary Counselors (6.0 FTE)
- Music Programs at all schools (9.8 FTE)
- District level Assistant (1.0 FTE)
- Elementary Reading TOSA (1.0 FTE)
- Elementary Math TOSA (1.0 FTE)
- District Nurses (4.5)
- TOSA Area Service Coordinators (4 FTE)
- Indian Educ. Coord./TOSA (.20 Unfilled)
- Hispanic Family Liaisons (2.0 FTE)
- MS/HS Student Support Facilitators (4.0 FTE)
- Professional Development
- Elem. Student Support Facilitators (5.0 FTE)
- Bilingual Customer Service Coordinators (3.94 FTE)
- Secondary Bilingual Tutors (2.0 FTE)
- Special Programs Admin. Behavior/Attendance (.11 FTE)
- MS Athletic Coaches
- MS Athletic Participation Fees
- HS Athletic Participation Fees
- Proactive Coaching presentations
- SIA Staff Subs
- Mileage for Area Service Coordinators
- SIA Supplies

Key SIA Investments:

- Speech/Language Pathologist Contracted Services
- Volunteer Coordinator (.50 FTE)
- Grants Specialist (.50 FTE)
- PACE (Special Ed Teacher) at Taft HS (1.0 FTE)
- Core Teacher at WHS (.08 FTE)
- Family Engagement Nights
- TAPP/Indian Ed. TOSA (.03 FTE)
- Arts for all Elementary Schools with LCCC and Sitka Center
- Overgrad Software for HS Counselors
- Graduation Coach NHS (.28 FTE)
- MS Success Coach (.44 FTE)

Possible Additions:

- Licensed teacher positions to support TAPP, Special Education TOSA, MS Health, Mentor program, Financial Literacy, ELD and ELA
- Classified positions to support Special Education, PE and CTE
- Software for Curriculum & Supports (Special Education, ELD)

Deletions:

- Equitable and Healthy Schools Administrator (.77 FTE)

Key HSS Investments:

- HS Graduation Coaches (3.58 FTE)
- CTE Certified Teachers (2.74 FTE)
- CTE Supervision Coach (.81 FTE)
- CTE Grants
- Newport MS 8th grade AVID Teacher (.17 FTE)
- 9th Grade Success Equipment, Supplies, Facilities
- 9th Grade Success Professional Learning
- Indian Education Coord. (.04 FTE)
- Summer School Programming
- Administrator Equity Professional Learning
- Equity Committee Professional Learning
- Secondary Math Supports

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- Secondary AVID
- College and Career Secondary Trips
- 8th Grade Extracurricular
- Edgenuity Online Programming
- College Partnerships: Welding, RTEP, Computer Science
- Curriculum Development and Enhancement
- CTE Professional Development
- Professional Development
- Chromebook Replacement
- Online Tutor for Compass Online Learning

Potential additions:

- Additions to current CTE programs

Key Early Literacy Investments:

- K-3 Core ELA Curricula and Materials
- PD & Coaching Training for 6 Literacy Specialists
- Classroom Teacher PD & Coaching by 6 Literacy Specialists
- Training for Teachers on new K-3 Core ELA Materials

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Possible additions:

- Part time Kindergarten success coach
- Instructional Assistants to support high dosage tutoring

Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

The LCSD Planning Team has developed an additional list of activities that may be funded if the budgeted resources shift.

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Progress Markers

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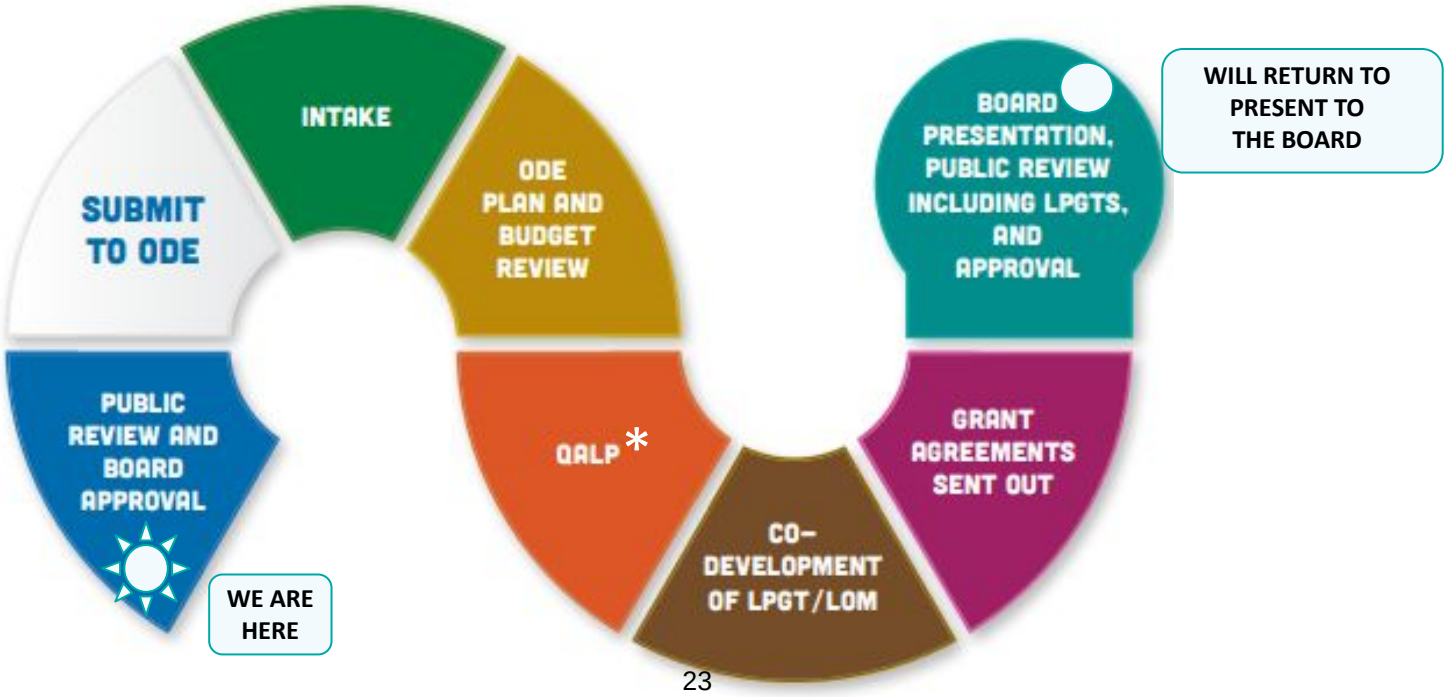
Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
  - Third-grade reading proficiency rates measured by ELA
  - Ninth-grade on-track rates
  - Regular attendance rates
  - Four-year or on-time graduation rates
  - Five-year completion rates [22]

*Grantees may also set local optional metrics

What Happens Next?



Questions & Comments

Please Note: This preview shares the content of what applicants will be asked to respond to or submit through an application portal. Questions might be revised slightly based on feedback as well as legislative and State Board changes. As always, please check with your Regional Support Team to ensure you're working from the correct application template.

Please make a copy of your application template.

Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) ***Additional requirement if applying with a sponsored charter****:* Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

LCSD:

LCSD uses an ongoing process that examines practices, systems health and program quality. A part of this process is our ongoing community engagement that provides us with honest and reflective feedback that enhances our perspectives regarding the education of our students. The use of our Continuous Improvement Plan Monitoring and Communication Process has been strategic in receiving feedback from many stakeholders multiple times throughout the year. Part of the CIP Monitoring and Communication Process is a three times per year meeting with building leaders, licensed teachers and administrative staff which reviews district data (behavioral, academic, attendance) and provides feedback to the district on district initiatives, staff development needs, and future CIP revisions. The CIP Monitoring and Communication Process has shown the need for continuing our support and development of mental and physical health resources, supporting the extra and co-curricular offerings (Music, Art, P.E., athletics, and activities), shoring up our CTE offerings to make sure they are robust, continuing support of the focal groups in our district, and support of student growth in academics.

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LCSD supports and expects the use of demographic data in situations where student information is being reviewed. Making sure to review data through the lens of demographics helps us to respond to the data through an equity lens. It has helped us to define and refine our practice across focal groups so that changes can be made where needed to ensure that all students are thriving in the Lincoln County School District. The relationship LCSD has with the Confederated Tribes of Siletz Indians (CTSI) continues to be helpful in understanding what is needed to help students who are Tribal thrive and see themselves in our educational system.

Eddyville:
At Eddyville Charter, we assess our needs by reviewing past performance data, like our previous SIA plan, graduation rates, and attendance patterns. Our goal for the past three years was to improve our graduation rate by 3% annually, reaching 90% by 2025. Right now, our graduation and freshmen-on-track rates are on target, but attendance still needs improvement.
We use performance data to drive decisions. For example, increasing student engagement through CTE programs and more extracurriculars is based on data showing a link between involvement and academic success. We're also rolling out a comprehensive assessment system for core subjects (i-Ready) so teachers can use data to fine-tune instruction and boost achievement.
To address attendance, we aim for a 5% increase in regular attendance by using data like discipline records, attendance trends, and teacher referrals to spot students who need extra support. We try to utilize the LCSD Equitable and Healthy Schools department in addition to our own Tele-Counselor to support mental and behavioral health services.
Finally, we regularly connect with families and community members to gather input and improve our plans together, making sure we're all aligned in helping students succeed. Examples include our annual stakeholder survey and our recent Cognia Accreditation survey and final report.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

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2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

   Elementary and secondary special education teachers will receive training on LCSD standards of practice for reading and math instruction and assessment. These standards will be derived from evidence-based research and expected developmental progressions and will align with general education standards to ensure the least restrictive placement remains our north star.

   Those special educators who serve our most fragile students will come together for four full-day sessions to discuss the standards or practice, receive explicit curriculum training and work as an instructional cadre to improve their practice.

   School counselors will continue to align our Comprehensive School Counseling Program with the ODE framework and ASCA, this includes continuing professional learning on ASCA.

   School administrators, counselors, and service coordinators (social workers) will be provided continual training in our multi-tiered support system (MTSS) for behavior and attendance including restorative PBIS, trauma-informed practices, root causes of absenteeism, and social determinants of health.

   Yearly, LCSD provides training in Tribal History Shared History through a partnership with the Confederated Tribe of Siletz Indians Cultural Department. The CTSI Cultural Department presents information specifically related to the CTSI history.

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒
   LCSD has a robust Homeless Education and Literacy Project (H.E.L.P.) program led by our McKinney Vento District Liaison and supported by 4 HELP Advocates in each area of our county. In addition, we have 1 bilingual HELP Advocate to support our families who speak Spanish. The Liaison and Advocates monitor the progress of our students navigating homelessness and support by reducing barriers to accessing educational and extracurricular opportunities at school. Fees for programs are waived and we maintain confidentiality of a student's housing status. Use of disaggregated data helps our teams know if students in our district experiencing homelessness have disproportionate outcomes for behavior, academics and attendance.

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4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒

   The expansion of LCSD's CTE offerings has created more opportunities on campuses for students to engage in CTE courses. Additionally, our partnership with Oregon Coast Community College further expands CTE opportunities for all students. At this time a majority of our elective offerings are CTE courses, which makes it more likely for all students to participate in CTE at some point during their high school careers. Regular data reviews remain in place to ensure equitable opportunities for all students.

   With improved internal data analysis, LCSD can better monitor progress and promote equity. The district currently uses Overgrad to identify career clusters and integrate exploration into core courses. Additionally, the annual CTE Expo hands-on experiences, expanding to building-level exploration before course forecasting.

   Efforts also focus on supporting students whose schedules previously limited course enrollment. LCSD is committed to preparing students for nontraditional careers by fostering exploration, teaching cross-content and cross-occupational skills, and broadening career possibilities.

   Regular evaluation of data in building, program, and counselor meetings will help ensure there is no discrimination for student groups. LCSD is continuing to refine our data systems to disaggregate data demographically to monitor our work and provide a more equitable opportunity for students and give them the opportunity to explore non-traditional fields.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

   Early Literacy Funds will be used to support professional development, coaching, high dosage tutoring and support of our new reading adoption through curriculum materials support. Our K-3 teachers will engage in professional development in researched based, high impact reading strategies through ECRI (Enhanced Core Reading Instruction). These strategies are based on Scarbourough's Rope and include all of the pillars of reading: phonemic awareness, phonics, vocabulary, comprehension, accuracy and fluency with

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multiple, explicit opportunities for students engagement and response. We will use a train the trainers model to increase each building's capacity for providing just in time, job embedded coaching for teachers. We plan to hire a .25 Kindergarten Success Coach to bridge kindergarten performance and how early learning can better serve our incoming kindergarteners literacy needs. Through observation and assessment, the Kindergarten Success Coach will provide meaningful feedback to early learning staff using Practice Based Coaching. They will evaluate curriculum and practices in collaboration with school administrators, to ensure alignment in improving literacy outcomes. This coach will become a member of the area and school data teams to review literacy data in kindergarten, setting up baseline metrics, and provide on-going evaluation of the program. Continuing their efforts in Preschool Family Engagement, the Kindergarten Success Coach will ensure parents and guardians are active partners in their child's literacy development. We will open four instructional assistant positions to provide high dosage tutoring to students following our robust MTSS tiered plans of support. These assistants will provide intervention based instruction to students who qualify for tier 2 or tier 3 reading intervention. We are in our first year of implementation of a new reading curriculum. Funds will be used to bring teams together to review roll out and ensure we are maximizing the new materials to meet student outcomes and achievement in reading.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.*

3. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒
   Our district committed to a rigorous curriculum adoption process, beginning with utilizing student and educator voice to create a district vision for K-12 education. State adoption recommendations, rubric/ODE Instructional Materials Evaluation Tool, and evidence based resources were also utilized to assess the coherence and articulation of the materials in meeting the integrity of the standards. Part of the process included a close evaluation of content standards and the inclusion of relevant research on current best practices and equitable learning opportunities for ELL, Special Education, and Alternative Education students. Attention was given to cultural relevance, accessibility, a balanced assessment approach, and scaffolds provided to meet the differentiated needs of diverse learners.

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4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒

   LCSD has New Teacher Mentors to support our new teachers in the first year of their teaching career. Instructional Coaches are also available to support all content area teachers in our secondary schools and TOSAs are in place to provide literacy and math coaching to our elementary staff. LCSD is a K-12 AVID school district, which provides strong instructional strategies to create highly engaged classrooms. Our professional development plan is deeply integrated into our district continuous improvement plan and is articulated in a way that provides staff the training, the plan for implementation, and the classroom support with our district TOSAs. Our administrators and teacher leaders have also spent the last three years working with the Center for Educational Leadership through the University of Washington.

   LCSD partners with Vocational Rehabilitation to provide work-based learning experiences for students with barriers to employment such as a disability. Our Youth Transition Specialist works with special education staff to identify students interested in employment opportunities and works to partner these students with community businesses. In the 24-25 school year these efforts took the form of a summer work program that provided 23 students with job training, coaching and employment in community businesses.

5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒ *Question from 2023:How do you ensure community members and partners experience a safe and welcoming educational environment?*

   LCSD endeavors to ensure a safe and welcoming educational environment for ALL people, not just community partners. Our buildings are warm, safe and welcoming as is our beautiful staff. We continue to utilize our Equity Tool in working with everyone with practice we are getting better. We are respectful of divergent opinions and points of view. We invite communication. The LCSD ensures community members and partners experience a safe and welcoming educational environment through:

   Clear Policies and Guidelines that outline expectations for behavior, safety protocols, and inclusivity. These policies cover areas such as anti-bullying, harassment, non-discrimination, and respect for diversity.

   Effective Communication that emphasizes open and effective communication with community members and partners. We do this through regular newsletters, emails, district and building websites, and social media platforms to keep stakeholders informed about district initiatives, events, and updates related to safety and inclusivity.

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Training and Education through professional development opportunities for staff, teachers, and administrators. This training includes topics such as Equity, cultural competency, diversity, and strategies for fostering a welcoming environment. The district also meets with underserved parent groups to promote understanding and collaboration.
Partnerships and Engagement that actively seeks partnerships with community organizations and stakeholders to enhance the educational experience. By engaging with local businesses, nonprofits, parents, and community leaders, the district works to create a network of support, resources, and opportunities for students. These partnerships help foster a sense of belonging and strengthen the overall school community.
Safe Environment Measures to foster and support the physical safety of students, staff, and visitors. This includes security protocols, emergency response plans, and regular safety drills. Additionally, the district has policies and procedures for monitoring and addressing any potential safety concerns within the school environment.
Support Services such as counseling, social-emotional learning programs, and resources for students and families. LCSD has four Area Service Coordinators that support families in finding and accessing community resources. All of these services contribute to a safe and welcoming environment by addressing the well-being and mental health needs of students and fostering a sense of belonging.
Inclusivity and Diversity Initiatives that recognize and value various cultural backgrounds, promote equity in education, and create spaces where all students, staff, and community members feel respected and included. The LCSD School Board has adopted an Equity Policy and an Equity Lens.

6. ☒ How do you ensure students have access to strong school library programs? ☒
   All 12 schools have a media center (including Compass K12 Online School) and a yearly budget to refresh books and other library media. Our District Librarian consults with and guides our classified school based librarians in their delivery of the state library standards. In elementary schools, the students visit the library in a mandatory rotation. In secondary, teachers are encouraged to bring their classes to the media center for a variety of literacy related experiences.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

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LCSD uses the Multi-Tiered Systems of Support model for students experiencing dysregulation issues. Some of the dysregulation issues are related to depression, anxiety and stress. Our buildings hold tiered meetings to discuss students and/or actions needed to support students with attendance, behavior and/or grades. The purpose of these tiered meetings is to track which interventions have been tried and to monitor if the interventions are effective and if not to make decisions regarding different interventions to try.

LCSD also has Area Coordinators who have current LCSW certification or are in the process of completing certification. These Area Coordinators support families that are experiencing barriers in connecting with outside agencies. They help families make connections and find resources needed. Many of these connections are for mental health support.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

   Our district utilizes the Multi-Tiered Systems of Supports (MTSS) process in both our academics and behavior systems. We administer universal screeners to all of our students K-12 in reading and math, as well as behavior for K-9 students, three times a year. These data are then used to differentiate support for our students to ensure all students have access to needed instruction in core subjects as well as their social emotional health. Student progress is monitored in a systematic way and decisions are made using decision rules to provide the correct level of support for all students. Every school has a Talented and Gifted coordinator to help support teachers in supporting our identified students. Elementary teachers differentiate instruction and provide appropriate instructional activities for students beyond grade level. Middle and high school students are placed in the appropriate course for their learning. High school students can take dual credit, AP, IB, and early college. We also work with OCCC for advanced CTE course capabilities. In addition, all high schools have Graduation Coaches who specialize in monitoring students on-track to graduation status and work to provide interventions for those in need.

   Eddyville: We utilize MTSS in both academics and behavior systems. We administer universal screeners to all students K-12 in both reading and math, 4 times per year. These data are used to differentiate support and ensure all students have access to needed instruction in core subjects as well as social emotional health.

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9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.
   We are beginning to explore the possibility of a Health Occupations program of study over the course of the 2025-26 school year. We will be working with GEAR UP on a year-long project, which will begin in the spring of 2025, which will determine our ability to offer such a program. Definitive plans are still in the works and will be known by the end of the 2025 school year. Our first meeting will take place in April.

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒ *From 2023: How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?*
    We currently only have two work-based learning opportunities. We have welding at the Port of Toledo that is now open to students at all four high schools and we have an Oregon Coast Aquarium Interpreter Program that is for bilingual students. This is open to students in all four high schools in Lincoln County..LCSD has partnered with OCCC to share CTE programs with community organizations and industry partners. LCSD recently held its third annual CTE Expo inviting all Lincoln County industry leaders, business owners, Blue Economy leaders, and community members to meet our students, see our programs in action, and learn about the needs industry leaders have to enhance our programs and expand work-based learning opportunities. Through this CTE Expo and various community presentations and navigation outreach through OCCC and Oregon Coast STEM HUB, we will continue to align our CTE program curriculum to industry needs to expand work-based learning opportunities.

11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒
    LCSD has aligned CTE programs with Oregon Coast and Chemeketa Community Colleges. Programs earning college credit include Welding, Culinary, Early Childhood Education, Computer Science, and Nursing Assistant. We are currently working on expanding Dual Credit Welding to all four of our high schools and hope to add a Natural Resources course to pair with our Yakona partnership and our CTE Forestry Programs.

Engaged Community (250 words or less per question)

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1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

   LCSD has begun using the Community Engagement Toolkit provided by ODE. In it is a chart that outlines Levels of Community Engagement. This chart is being systematically used to center discussions when there is conversation about community engagement and what the outcomes we want are. Using the chart has helped us in creating plans that are more robust and moves us up the scale to more involved levels of communication.

   Early in the Integrated work we did a lot of informing about our plan and the feedback we were requesting was low level. Now that we are gaining more insight into levels of and ways to engage with our community, the information we are receiving feels more robust.

   A District level barrier continues to be attendance at our "engagement sessions". The geographical size and nature of our district does not lend itself to only having one "engagement session" ; we need to have multiple sessions to have representation from all four areas of the county. Community members are much more receptive to coming to building level functions or fine arts presentations at our schools than coming to engage in district level conversations.

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

- Students of color and families of students of color
- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- Students and families who recently arrived
- Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate

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- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- Other _____

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

Special Education Family and Student Survey
Student Leadership feedback meetings
Family/Community surveys (2)

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

LCEA 1x monthly
OSEA 1x monthly
Behavior Handbook Committee 2x yearly
Evaluation Handbook Committee 2x yearly
Class Size 2x yearly
Case Load 2x yearly

Evidence of Engagement

You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. Our smallest districts, charters,

and consortia of 80 ADMr or less and our YCEP/JDEPs are required to submit two artifacts. Clearly label each artifact with title, date(s), community(ies) engaged, and description. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

5. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?

Families of students in Special Education

Families of students in special education were surveyed during the months of November, December and January regarding their experience at school and within the IEP team. Families overwhelmingly agreed (over 95%) with statements that asked them about their satisfaction with their IEP team, the method and frequency of school communication and the level of support their child receives. The lowest rating (at 93% of families agreeing) asked them whether teachers changed their instruction to meet their child's needs. Subsequent conversations with special education teachers indicate that instructional staff may benefit from additional learning and guidance with respect to modifications of general education content. We look forward to planning for and providing this learning in the Fall of 2025.

6. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort?

Licensed Staff

7. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

Family, Community, Staff and Student Facilities Survey: this survey was sent to the Lincoln County community which is the same as the school district boundaries.

The biggest learnings:

Top areas needing improvement: 1.BATHROOMS: cleanliness, privacy, maintenance, and accessibility; 2. CLASSROOM UPGRADES: comfort, technology, and learning resources; 3. SPECIALIZED FACILITIES: auditoriums, science labs, and CTE spaces ; 4. OUTDOOR LEARNING SPACES AND PLAYGROUNDS and 5. HVAC systems.

Top reasons for the benefit of investment: 1. Improved student learning, engagement, and achievement; 2.Enhanced safety, health, and well-being for students and staff; 3. Increased

school pride and community value; 4. Preparation for future career and educational opportunities.

8. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

High School Students

Students report that they want gender neutral bathrooms, safer schools where student voice is heard and consequences are more consistently applied, a way to engage more in activities at their school and at other HS within the school district (activity buses), they would like to have their voices valued and included in decisions affecting them at school.

9. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

Community Survey

While LCSD has made some progress in the areas identified in previous surveys, we still have a ways to go. Our outcome data has shifted to the more positive side, results show that families have seen evidence that the district is removing language barriers, increasing the ease of connecting with school staff, and supporting students for who they are. Areas that we need to continue to focus on are providing an education that meets future needs of the student (i.e. CTE), providing more access to field trips, activities, and clubs; continuing to address bias and discrimination in a way that demonstrates the district's commitment to its policies.

10. ***Response required only if applying with a sponsored charter.*** If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

Eddyville:

For our charter, we conducted a survey engaging both the community and school staff to gather input on investment priorities. Key groups involved included parents, students, teachers, and staff members. The biggest takeaway from this engagement was that student mental health emerged as a top priority, along with support for Career and Technical Education (CTE) programs and College and Career Readiness initiatives. Additionally, when considering class size, instructional time, and student health and safety, the latter was identified as the highest priority.

This feedback directly informs our funding plan, as we are allocating resources toward enhancing mental health services, expanding CTE opportunities, and ensuring a safe and supportive

environment for students. The engagement effort reinforced the importance of prioritizing student well-being and long-term career readiness in our budget and planning.

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?☒
   LCSD has a strong mentoring program for beginning teachers and content TOSAs for both reading and math to support all teachers. Those TOSAs specifically work with teachers to improve instruction and provide support in the implementation of the guaranteed and viable K12 curriculum. Weekly Wednesday early release provides release time for educators to work together in content and/or grade level PLCS focused on disaggregated student data. Teacher leaders are developed through in-building opportunities to lead PLCs, serve as the teacher in charge, and lead professional development. The District also sponsors an aspiring administrator in-house cohort every other year called Level Q including an 8 module series as a leadership pipeline. Finally, the District has GYO funds from the state to support differentiated professional development for classified staff and teachers, release time to support beginning teachers, and financial assistance to add endorsements and finish degrees. The District experiences difficulty in recruiting, hiring and retaining needed staff especially for students in special populations: ELL, SpEd, Reading. While hiring highly qualified staff is critical, the District also recognizes the need to hire diverse staff that reflect our student population of nearly 30% multilingual learners in some areas of the county. Hiring staff of color to match our demographics is a key strategy for student achievement and the use of GYO grants have addressed this need through our classified to licensed pipeline.

2. ☒ What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒*Question from 2023: How do you*

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support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Data analysis: Regular data analysis is conducted to identify patterns in teacher assignments, including disparities in the assignment of experienced, highly effective, or in-field teachers to certain student populations. New special education teaching staff are supported by a Special Programs TOSA who provides targeted support for the delivery of evidence-based instruction and the implementation of positive behavioral supports. Multi-lingual and Special Education students often experience higher turnover and possibly more inexperienced teachers. This depends on the building as some buildings are very stable and others have less stability in staffing. Beginning teachers are given $500 in supplies and materials out of the 4030 grant, they are provided additional coursework and time to develop using the GYO funds, and they are also supported with additional paperwork days and the Special Programs TOSAs. The District has adopted curriculum in reading, math, Special Education, and ELD which also supports a clear and viable curriculum for teachers to teach all students. In addition, the District is currently in year two of a five year grant focused on improving outcomes for our English Language Learners with a focus on English Language Proficiency growth as well as improved outcome data in reading and math for ELL students.

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒ *Question from 2023: How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?*

   All administrators, counselors, and licensed staff receive training in both Positive Behavior Intervention and Support and Restorative Practices. Schools integrate these two practices in order to create safe, predictable environments that also foster a school and classroom community in which problems are addressed and harm is repaired, rather than focusing on punishment. LCSD hasn't yet included students in the process for reducing exclusionary discipline. We are in our first year of incorporating Restorative Practices in our schools to reduce discipline and create a space where student perspective is heard and listened to.

   LCSD believes that including students in the decision-making process is crucial because they are the primary stakeholders in the education system. Their perspectives and experiences can provide valuable insights into the effectiveness and impact of disciplinary practices. LCSD understands that by involving students, we can gain a deeper understanding of the issues at hand and develop more inclusive, restorative

and equitable solutions. This is the direction we are moving to through our Restorative Practice work.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

   In the 24-25 school year, LCSD added an additional .75 FTE classified position to support the transition of Olalla students back to their resident school. This provides for classroom observations in advance of the transition to help the team prepare the student. It also provides for an Olalla staff member to accompany the student during the first week of their transition to offer coaching as needed. When we have notification of students transitioning back to us from other programs we have processes in place for school buildings to meet with families and program representatives to make a plan for support.

5. ☒ How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒

   LCSD offers preschools in all four district areas located in elementary schools. The North and West preschools are part of Secondary CTE early learning programs. Our Kindergarten Success Coach bridges kindergarten performance and early learning to better serve our incoming kindergarteners literacy needs. They use kindergarten data to inform early learning and preschool literacy for LCSD preschools and act as a liaison for local preschools and Head Start. As a member of school teams (tier 2/3) and area team meetings, the kindergarten success coach is attuned to literacy and family engagement needs to support the home to school bridge. This coach will attend kindergarten 100% meetings to look at literacy progress of kindergarteners to remove barriers and support academic intervention and/or acceleration in kindergarten.

   We utilize various funding sources, including KPI and Preschool Promise funds, to support smooth transitions. Principals and kindergarten teachers engage with preschool teachers and families through school events and visits. Through state summer learning funds we plan for summer transition programs to help incoming kindergarteners adjust to a school setting.

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Special education case managers coordinate with providers in the spring to ensure seamless transitions for students in early childhood special education. Schools also host orientation programs, providing campus tours, Q&A sessions, and staff introductions.

Strong communication between elementary, middle, and high schools ensures academic continuity, with curriculum directors leading alignment efforts. PLCs support instructional consistency across grade levels. Schools offer social-emotional support through counseling and mentorship programs to ease student transitions.

Parent involvement is encouraged through orientations and informational sessions. LCSD also maintains consistent assessment practices across school levels, using shared data to identify learning gaps and tailor instruction.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒
   LCSD offers career fairs, online database exploration, work-based learning opportunities in some programs, and partners with local businesses for interview practice and shadows. Counselors and teachers are learning more about career connections to increase exposure to careers for our students. A new CTE Expo day will have industry partners working with our students and reviewing resumes and holding mock interviews to help our teachers, counselors, and students learn more to improve our programs.
   Eddyville: We participate in the above-mentioned activities. We also take field trips to industry showcases and have experts in the field(s) present on our campus. Buildings have CTE commercials, opportunities to try out programs, and family nights where programs are highlighted during the registration process. Counselors are experiencing all CTE programs and working to align them with student interests in career surveys and work with caseload managers of students in focal groups to find right fit opportunities to increase awareness. Each CTE program has a one page brochure that describes the program of study and where it is offered.
7. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

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LCSD has yearly training in SB 13 Tribal History/Shared History provided by The Confederated Tribes of Siletz Indians. We provide this training to our new to Lincoln County teachers and again to all of our teachers during the teachers first week back to work (without students). Teachers are provided information so that they know where to find lesson plans for the required curriculum and the supplemental materials provided by The Confederated Tribes of Siletz Indians.
Our Title VI TOSA also supports teachers through consultation about the lessons and adding in additional ways teachers can make their lessons more robust and specific culturally. The Title VI TOSA has created videos regarding specific cultural days of celebration and remembrance.

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data. We use our district's comprehensive assessment data system, Acadience for benchmarking and progress monitoring and curriculum embedded measures for each unit of study.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

   - General Fund
   - Student Investment Account (SIA)
   - State School Fund SSF
   - Title I
   - Title II
   - Title III

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- Title IV
- N/A (less than 50 ADMw, no match required)
- Other

3. If you answered "Other" on #2, please describe below:

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

    - Hiring -
    - Purchasing Curricula & Materials
        i. Special Revenue Fund and General Funds are used to purchase the bulk of our reading curriculum
        ii. TITLE IA: is used to purchase reading intervention materials.
    - High-Dosage Tutoring -
        i. TITLE IA: we fund the majority of our literacy specialists and instructional aid through Title IA funding. They provide our Tiered high dosage tutoring
    - Extended Learning Programs
        i. State Summer Learning Fund: funds the majority of our Summer Learning Program
    - Professional Development & Coaching
        i. TITLE II: we fund coaching and learning walks through this fund. This is also a fund to train teachers in explicit reading strategies.
        ii. SIA: We hired our district Literacy Specialist and Coach through SIA.
        iii. Our local ESD: LBL ESD funds .65 of our Early Learning Coordinator/Kindergarten Success Coach.
    - Other purposes

5. If you answered "Other" on #3, then please describe below:

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

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6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:
    - Have the lowest rates of proficiency in literacy of elementary schools in the district;
    - identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
    - have literacy proficiency rates that have not recovered to pre-pandemic levels;
    - have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
    - N/A if you have only one elementary school

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%].
   (write N/A if you have only one elementary school)
   The percentages below reflect our elementary schools that serve students in grades K-3. The differing percentages are the total of the schools that are K-3 versus grades 4, 5, and 6.
   Crestview Heights Elementary School: 21% (K-6)
   Toledo Elementary School: 21% (K-6)
   Sam Case Elementary School: 7% (3-5)
   Yaquina View Elementary School: 21% (K-2)
   Taft Elementary School: 7% (3-6)
   Oceanlake Elementary School: 21% (K-2)

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

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Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less) ***Additional requirement if applying with a sponsored charter:*** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

LCSD:

Eddyville:

Our charter's plan closely aligns with our sponsor district's plan, with shared outcomes but some differences in activities. We've been in regular communication with the district throughout the development of our plan to make sure we're on the same page.

While we're both focused on goals like improving graduation rates and student mental health, our charter has a stronger emphasis on Career and Technical Education (CTE) and post-secondary readiness, based on input from our community and needs assessment. This focus helps engage students and prepare them for future careers, which supports the district's broader objectives.

We've worked closely with the district to ensure our plan fits within the overall district strategy while addressing the unique needs of our school community.

Links

1. ☒ Outcomes and Strategies ☒
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)
5. Tiered Planning
6. ☒ Early Literacy Inventory ☒

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7. Early Literacy Allowable Use Descriptions

Attachments

1. Equity lens utilized
2. Community engagement artifacts
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
4. Optional - Perkins Needs Assessment Documentation
5. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
6. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
8. District Charter Program Agreement (DCPA), if applicable
9. Memorandum of Understanding (MOU), if applicable

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.

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7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
13. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.
14. You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

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3. Public Comment
4. Bond Updates
5. Adjournment

Board Goals 2024-2029

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

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

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

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

Lincoln County School District Equity Team
Land Acknowledgement Statement

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

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

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

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