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

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

Date	**Tuesday, March 10, 2026**
Time	**6:30 PM**
Place	**Waldport Middle/High School, 3000 S Crestline Dr, Waldport, OR 97394**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Business 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 Business Meeting of the Board
Tuesday, March 10, 2026 - 6:30 PM
Waldport Middle/High School, 3000 S Crestline Dr, Waldport, OR 97394

Agenda

1. Call to Order & Reading of Land Acknowledgment.

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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.

Resources: https://www.ctsi.nsn.us/heritage/
Last updated: October 17th, 2025

2. Roll Call- Establishment of a quorum
3. Introductions
4. Budget Committee Interview - Zone 5

LINCOLN COUNTY SCHOOL DISTRICT
BOARD OF DIRECTORS

APPLICATION FOR APPOINTMENT TO LINCOLN COUNTY SCHOOL DISTRICT BUDGET COMMITTEE ZONE 5 (South Lincoln County) Due FEBRUARY 27, 2026

NAME: Karun Olson

MAILING ADDRESS: [redacted]
Waldport OR 97394

RESIDENCE ADDRESS: Same

PHONE(s): [redacted]

EMAIL: [redacted]

Applicant must reside in the Zone in which they are applying at the time of application, may not be an employee of LCSD, and must be a registered voter.

Registered Lincoln County Voter: ☑ Yes ☐ No

1. Why do you seek appointment to the Budget Committee (if you need additional space, please use an additional page)?

I am a parent of a graduate of LCSD (Waldport). I belief that education is the foundation of the future of our society. I believe budgetary stewardship is an important responsibilities in public service. A district's budget is more than numbers on a page. It reflects our values, our priorities, and our long-term commitment to students, educators, and families.

At a time when the economy at large is struggling it is important to act with precision to make decisions that impact staffing, classroom sizes, and support of the variety of programs across the district.

2. What do you see as your strengths and weaknesses in serving on a public board such as the Lincoln County School District Budget Committee?

I bring experience of having served on the Board for Samaritan's IHN, City of Waldport budget committee (both as a community volunteer and as a member of the city council). In the past I served as the sole employee and director of non-profit. I was responsible for developing an annual budget.

3. Please describe what you know about the operation of a school district budget committee.

Review the proposed budget, ask insightful questions, propose modifications, adopt a budget proposal for the school board.

4. Please describe your past experience or involvement in the Lincoln County School District.

I am a parent of past students. I participated in public interviews of superintendent candidates.

Candidates must reside in the zone of vacancy at the time of the appointment and must continue to reside in said zone throughout the duration of the appointment. A complete description of the zone is on file at the District Administration Office at 1212 NE Fogarty St, Newport. A detailed map is displayed in the County Clerk's Office at the Courthouse in Newport.

PLEASE RETURN THE COMPLETED APPLICATION TO THE BOARD SECRETARY VIA EMAIL (eddie.symington@lincoln.k12.or.us), BY MAIL AT: PO BOX 1110, NEWPORT, OR 97365. OR BY PERSONAL DELIVERY AT: 1212 NE FOGARTY ST, NEWPORT BY FEBRUARY 27, 2026

For additional information, please contact Eddie Symington, Assistant to the Superintendent and the Board at 541-265-4403 or eddie.symington@lincoln.k12.or.us.

LINCOLN COUNTY SCHOOL DISTRICT
BOARD OF DIRECTORS

APPLICATION FOR APPOINTMENT TO LINCOLN COUNTY SCHOOL DISTRICT BUDGET COMMITTEE ZONE 5 (South Lincoln County) Due FEBRUARY 27, 2026

NAME: Daniel Changar

MAILING ADDRESS: Waldport, OR 97394

RESIDENCE ADDRESS: Waldport, OR 97394

PHONE(s): _____

EMAIL: _____

Applicant must reside in the Zone in which they are applying at the time of application, may not be an employee of LCSD, and must be a registered voter.

Registered Lincoln County Voter: ☑ Yes ☐ No

1. Why do you seek appointment to the Budget Committee (if you need additional space, please use an additional page)?

I am seeking appointment to the Lincoln County School District Budget Committee because I care deeply about public education and the long-term sustainability of our local schools. As a community member and parent in Lincoln County, I see firsthand how school funding decisions directly affect students, families, and educators.

Professionally, I work in finance and budgeting, where I help guide high-stakes financial decisions. I believe strong financial planning is essential to maintaining educational quality while balancing limited resources, and I would value the opportunity to contribute thoughtful analysis and collaboration to that process.

Serving on the Budget Committee feels like a meaningful way to give back to the district and help ensure that funding decisions reflect both fiscal responsibility and the real needs of students and staff.

2. What do you see as your strengths and weaknesses in serving on a public board such as the Lincoln County School District Budget Committee?

I bring a professional background and education in financial analysis, budgeting, and forecasting, along with experience working in the public sector for local government, which has given me an understanding of transparency, accountability, and the responsible use of public funds. While I have not previously served on a public board, I see this as an opportunity to learn and grow, and I am committed to approaching the role with curiosity, collaboration, and a willingness to listen and contribute thoughtfully as I gain experience with the Budget Committee's processes.

3. Please describe what you know about the operation of a school district budget committee.

My understanding of how a school district budget committee operates is fairly basic. I believe that the committee reviews the proposed district budget, asks questions, and provides input before the budget is finalized and recommended to the School Board. The committee helps promote transparency and accountability in how public funds are allocated. While I do not yet have detailed knowledge of the full process, I am eager to learn more about how the committee functions and to contribute thoughtfully as I gain a deeper understanding of the district's budgeting procedures.

4. Please describe your past experience or involvement in the Lincoln County School District.

As a parent in the Lincoln County School District, I am directly invested in the success and well-being of our schools and students. I am also a new member of the site committee for Crestview School, which has given me an early opportunity to engage with school-level discussions, priorities, and decision-making processes. Additionally, my wife is a district employee, which has provided me with insight into the day-to-day realities, challenges, and dedication of those working within the school system. Together, these experiences have helped me develop a grounded understanding of how district decisions impact students, families, and staff, and they motivate me to contribute positively to the district's budgeting process.

Candidates must reside in the zone of vacancy at the time of the appointment and must continue to reside in said zone throughout the duration of the appointment. A complete description of the zone is on file at the District Administration Office at 1212 NE Fogarty St, Newport. A detailed map is displayed in the County Clerk's Office at the Courthouse in Newport.

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For additional information, please contact Eddie Symington, Assistant to the Superintendent and the Board at 541-265-4403 or eddie.symington@lincoln.k12.or.us.

Daniel Changar
Waldport, Oregon
[redacted]

Professional Summary

Strategic Financial Analyst with 10+ years of experience leading cross-functional financial initiatives in aerospace and manufacturing sectors. Proven expertise in advanced modeling, EVM, and Excel automation to drive executive decision-making and operational efficiency. Passionate about teaching and translating data into actionable business strategies.

Professional Experience

Financial Analyst IV, Team Lead
Insitu, A Boeing Company — 2020–Present

- Lead financial planning, forecasting, and analysis for high-value, high-risk programs.
- Build advanced financial models using Excel, EAC, and EVM tools.
- Deliver performance insights and analysis to executive leadership to guide decision-making.
- Mentor team members to promote a culture of analytical rigor and continuous improvement.
- Streamline reporting processes, enhance data visibility, and improve operational efficiency.

Adjunct Instructor
Columbia Gorge Community College — 2020–Present

- Design and deliver online courses in Excel, business, and computer applications.
- Provide customized feedback and foster engagement through practical application.
- Support students in mastering complex Excel tasks and problem-solving techniques.
- Assist the Department Chair in optimizing pathways, student experience, and course offerings.

Financial Analyst
Trout Lake Farm, LLC – Nutrilite/Amway — 2016–2019

- Conducted cash flow analysis, forecasting, reconciliations, and budgeting.
- Implemented ERP updates and cost-saving initiatives to improve efficiency.
- Produced financial, sales, and inventory reports and analysis for senior leadership.

Records & Assessment Clerk
Hood River County — 2013–2016

- Delivered technical and clerical support for legally complex programs.
- Developed operational efficiencies and cross-training documentation.
- Interpreted complex statutes and educated staff, taxpayers, and volunteers.

Education

Webster University – St. Louis, MO

- **MBA, Finance** — Dec 2020, GPA: 3.9
- **MS in Finance** — Dec 2020, GPA: 3.9
- **BA in Management** (Magna Cum Laude) — May 2013, GPA: 3.9
    - Emphasis in Marketing | Minor in Philosophy
    - Honors: Delta Mu Delta, Tau Sigma, Departmental Honors, Dean's List (2011–2013)

Skills

Core Competencies

- Financial Forecasting & Budgeting
- Business & Data Analysis
- Project & Process Management
- Cross-Functional Team Leadership
- Earned Value Management (EVM)

Tools & Platforms

- Microsoft Excel (Advanced)
- Salesforce | Cobra | ERP Systems
- Data Validation | Performance Metrics

Soft Skills

- Strategic Problem Solving
- Communication & Collaboration
- Teaching & Development

5. Communications.
    5.a. Written

LINCOLN COUNTY SCHOOL DISTRICT

Symington, Eddie <eddie.symington@lincoln.k12.or.us>

Fwd: Concerns on CNN10 – Proposing Policy Guidance Under BF

1 message

Tolan, Majalise <majalise.tolan@lincoln.k12.or.us> Fri, Mar 6, 2026 at 3:12 PM
To: Eddie Symington <eddie.symington@lincoln.k12.or.us>

---------- Forwarded message ---------
From: **Justin Werner** <justin@boilerbaybeacon.com>
Date: Wed, Mar 4, 2026 at 9:35 PM
Subject: Concerns on CNN10 – Proposing Policy Guidance Under BF
To: Majalise Tolan <majalise.tolan@lincoln.k12.or.us>
Cc: <mitch.parsons@lincoln.k12.or.us>, <natalie.schaefer@lincoln.k12.or.us>, <jason.malloy@lincoln.k12.or.us>, <peter.vince@lincoln.k12.or.us>, <dave.cowden@lincoln.k12.or.us>

Dear Dr. Tolan,

Thank you for your response and for attaching Policy BF—it's helpful to see the clear path for parents to propose new policies or modifications, especially on district-wide issues like supplemental media in elementary classrooms.

I appreciate you directing Principal Roache and Ms. Buck to provide a written reply on classroom-level use. I'll review that promptly once received. However, as this isn't isolated to one teacher or school (CNN10 is used routinely across multiple LCSD elementary classrooms), I'd like to formally propose—per BF—that the district develop guidance or a policy on the routine use of single-branded news programs. This could include parental opt-outs and encouragement of diverse sources to enhance media literacy without favoring any for-profit outlet.

To move this forward efficiently:

- Could you please share any existing district guidelines on branded supplemental materials?
- If none exist, I'd request this be added to the agenda for the March 10 board meeting for initial discussion, as BF allows community input during policy preparation.
- In the meantime, is there a simple way for parents to opt out district-wide pending review?

I'm committed to a constructive resolution and happy to provide more input or examples from other districts (e.g., Pennsylvania's optional approach). Email remains my preference for documentation.

Thank you for prioritizing balanced education for our kids.

Best,

--

Justin Werner
Publisher/Editor

BOILER BAY BEACON

12

541-992-0321

justin@boilerbaybeacon.com

boilerbaybeacon.com

This email may contain confidential and/or privileged information intended solely for the addressee(s). If you are not the intended recipient, please notify the sender immediately, delete this message, and refrain from any disclosure, copying, or use. As a journalist, I adhere to ethical standards protecting sources and sensitive details—your cooperation in maintaining confidentiality is appreciated.

--
Dr. Majalise Tolan
Pronouns: she/her/hers
Superintendent, Lincoln County School District
541-265-4403

5.b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)

5.c. Recognition

5.c.1. Oregon Battle of the Books (OBOB)

5.c.2. State/National Athletic Title Winners

5.d. LCEA Report

6. Consultant Reports/Staff Reports/Student Reports

6.a. Area Report.



Board Report

March 10, 2026
Waldport Middle and High School

Waldport Middle and High School

Content area (singleton) and building PLCs



Math, Science, and Special Education



Language Arts and Social Studies



Fine Arts, CTE, and PE



3 PLCs with 5 in each PLC

Building PLC



AVID and PBIS committees lead Professional Development



Walk throughs provide feedback on the strategy being taught



Admin collect data and street data

Academic Growth Results

Grade & Subject	2023-2024	2024-2025
11th Grade Science	41%	52%
11th Grade Math	15%	44%
11th Grade ELA	69%	86%
8th Grade Science	23%	26%
8th Grade Math	8%	26%
8th Grade ELA	30%	56%
7th Grade Math	16%	44%
7th Grade ELA	36%	52%

How did we do it?

BUILDING & CONTENT PLCs

Focused on a strategy that was observed through walkthroughs & a skill that students were lacking.

TEACHERS OBSERVE EACH OTHER

Peer learning and feedback.

COLLECTIVE EFFICACY

Belief in shared capability

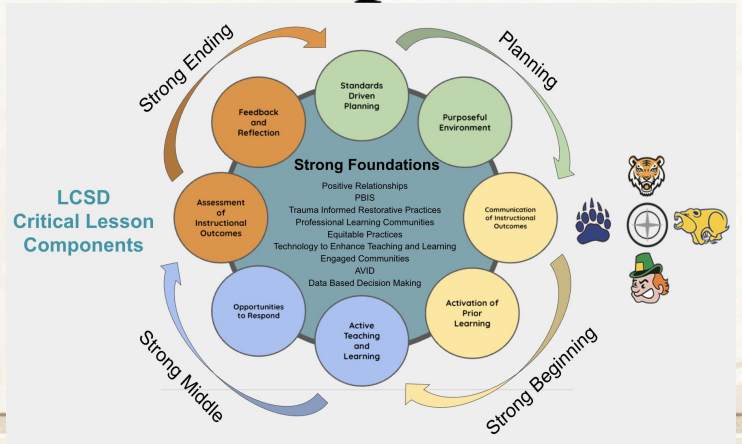
AVID and PBIS LEAD PD

Professional Development.

FOCUSED STRATEGIES

Targeting areas for growth.

Continuous Improvement Plan



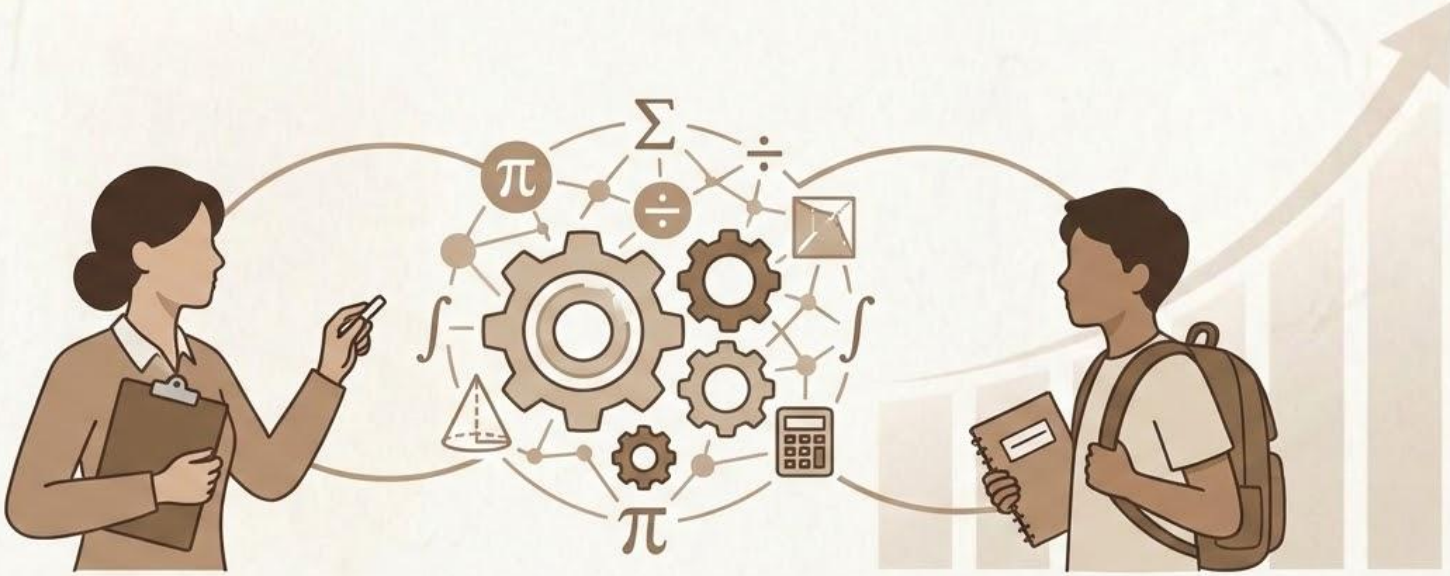
LCSD Critical Lesson Components: Strong Beginning

Solid and effective (last year - bell work) still monitoring.

LCSD Critical Lesson Components: Strong Ending

This year's focus through Exit/Closing Strategies.

Teacher & Student Perspectives on Math PLCs



Teacher and student here to talk about the impact around the content PLCs, especially with **math**.

6.b. Financial Report.

6.b.1. Monthly Financial Report - Bonds

LINCOLN COUNTY SCHOOL DISTRICT
BOND CAPITAL CONSTRUCTION FUND 425
UNAUDITED FINANCIAL STATEMENTS
As of February 28, 2026

	Budget	Encumb'd	Actual	Remaining
2024-25 Revised per Auditor				
Revenues:				
Local - Interest				
Bond Proceeds				
Fund Tfrs/Asset Sales				
Beg. Fund Balance *				
Total Revenues				
Expenditures:				
Instruction				
Support Services				
Facilities Acq & Const			301,154	
Debt Service				
End Fund Bal/Tfrs				
Total Expenditures			301,154	
Fund Balance			**(301,154)**	
Less Encumbered			0	
Available for Expenditure			**(301,154)**	
2025-26				
Revenues:				
Local - Interest			494,876	(494,876)
Bond Proceeds	65,873,550		78,754,146	(12,880,596)
Fund Tfrs/Asset Sales				
Beg. Fund Balance *			(301,154)	301,154
Total Revenues	65,873,550		78,947,868	(13,074,319)
Expenditures:				
Instruction				
Support Services			447,951	(447,951)
Facilities Acq & Const	65,873,550	5,462,148	6,978,795	53,432,607
Debt Service			111,392	(111,392)
End Fund Bal/Tfrs				
Total Expenditures	65,873,550	5,462,148	7,538,138	52,873,264
Fund Balance			**71,409,731**	
Less Encumbered			5,462,148	
Available for Expenditure			**65,947,583**	

Bond Capital Construction Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2025-26
Year To Date Transactions as of February 28, 2026 - 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 Actual Dec '25	Period 7 Actual Jan '26	Period 8 Actual 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	Updated 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	YTD Diff Budget vs. Projected	% of Budget
REVENUES																		
Beginning Fund Balance	(301,154)													(301,154)		(301,154)		
Bond Proceeds		78,754,146												78,754,146		78,754,146		
Investments Purchased		(59,146,563)												(59,146,563)		(59,146,563)		
Sale of Investments									18,300,000			18,300,000		36,600,000		-		
LGIP														-		-		
Interest Earned		61,107	21,037	229,903	57,132	46,313	43,594	35,790	140,175	46,100	46,100	133,313		860,563		494,876		
Total Monthly Revenues	**(301,154)**	**19,668,690**	**21,037**	**229,903**	**57,132**	**46,313**	**43,594**	**35,790**	**18,440,175**	**46,100**	**46,100**	**18,433,313**	**0**	**56,766,992**	**0**	**19,801,305**	**0**	**0**
CUMULATIVE RESOURCES	**(301,154)**	**19,367,536**	**19,388,573**	**19,618,476**	**19,675,608**	**19,721,921**	**19,765,515**	**19,801,305**	**38,241,479**	**38,287,579**	**38,333,679**	**56,766,992**	**56,766,992**					
EXPENDITURES																		
Salaries (100)	63,904	75,280	61,709	62,523	59,536	67,815	62,859	28,758	25,256	25,256	25,256	25,255		583,407	310,768	482,384		
Employee benefits (200)	27,000	31,300	24,954	26,163	26,367	27,284	27,158	12,247	11,148	11,148	11,148	11,147		247,064	120,457	202,473		
Purchased services (300)	16,047	98,044	55,607	141,821	124,821	73,232	132,040	153,688	418,982	418,982				1,633,265		795,301		
Supplies (400)	494	12,719	1,699	3,084	375	771		704	240					20,086		19,846		
Capital outlay (500)	381,606	735,228	1,017,324	1,169,381	399,227	386,560	1,104,836	348,199	1,119,403	1,119,403	1,119,403	1,119,403		10,019,974	65,442,325	5,542,362		
Insurance/Other (600)		418,643	11,750	3,328	58,106	3,059	735	150	718					496,489		495,771		
Interfund Transfers (700)														-		-		
Contingency (800)														-		-		
Unappropriated Funds (800)														-		-		
Total Monthly Expenditures	**489,051**	**1,371,214**	**1,173,044**	**1,406,301**	**668,433**	**558,720**	**1,327,628**	**543,747**	**1,575,747**	**1,574,789**	**1,155,807**	**1,155,805**	**-**	**13,000,285**	**65,873,550**	**7,538,138**	**52,873,264**	**11%**
CUMULATIVE EXPENDITURES	**489,051**	**1,860,265**	**3,033,308**	**4,439,610**	**5,108,042**	**5,666,762**	**6,994,391**	**7,538,138**	**9,113,884**	**10,688,673**	**11,844,480**	**13,000,285**	**13,000,285**					
Month-end Fund Balance	**(790,205)**	**17,507,271**	**16,355,265**	**15,178,866**	**14,567,566**	**14,055,159**	**12,771,124**	**12,263,167**	**29,127,595**	**27,598,906**	**26,489,199**	**43,766,706**	**43,766,706**	**43,766,706**				

Revenue Assumptions:
Investments proceeds based on investment maturities.
Interest estimated as of most recent investements statement.

Expenditure Assumptions:
Budget represents current project budgets
Future months estimates reflect current encumbrances only
Prior Period Adjustments - Facilities & Tech Staff payroll movement from General Fund

Lincoln County School District
2025-26 Bond Funds - Purchased Services Monthly Comparison
February 2026

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs													-
Cleaning Services													-
Repairs & Maint	66	262	297		204								828
Rentals													-
Utilities													-
Transportation													-
Travel		1,476	1,339	1,108	1,263	55	1,839	990					8,069
Telephone		603		1,210		600	1,199						3,612
Postage													-
Advertising	810	136			217	489	427	209					2,288
Printing & Binding	472	151	1,168	185	163	285	151	514					3,088
Data Lines				17	17		35						69
Charter School Pmts													-
Tuition													-
Audit Services													-
Legal Services		86,406	1,249	394	2,281	1,069	281	313					91,993
Architect/Engr Svcs	14,700	9,012	51,553	138,889	120,676	70,735	128,109	151,662					685,335
Neg/Labor Consltg													-
Managemnt Svcs													-
Data/Tech Svcs													-
Election Services													-
Other Gen Prof Svcs				19									19
Total	**16,047**	**98,044**	**55,607**	**141,821**	**124,821**	**73,232**	**132,040**	**153,688**	**-**	**-**	**-**	**-**	**795,301**

Notes:

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over $25,000 - BOND Funds
2025-26 Fiscal Year
FEBRUARY 2026

Date	Payee	Description		Amount
2/5/2026	CAPRI ARCHITECTURE	PROF SVCS FOR AUDITORIUM-NHS	$	53,650.00
2/12/2026	GLAS ARCHITECTS	PROF SVCS FOR AUDITORIUMS- TOHS, WHS	$	62,698.00
2/12/2026	CENTRAL COAST EXCAVATING INC	CVH TURF/PLAYGROUND	$	41,135.00
2/20/2026	NW PLAYGROUND EQUIP, INC	SCE PLAYGROUND SURFACING	$	57,326.12
2/26/2026	ELK RIDGE SERVICES, LLC	FRAMING FOR MUSIC ROOM-TAES	$	58,056.00

LINCOLN COUNTY SCHOOL DISTRICT
BOND INVESTMENTS REPORT
February 28, 2026

Piper Sandler & Co Brokerage Account, Bank of New York - Pershing		
US Treasury Fixed Income Securities		
Beginning Balance	$	59,770,512
Additions		144,373
Reductions		-
Ending Balance	**$**	**59,914,885**
Oregon State Treasury - Local Government Investment Pool		
Beginning Balance	$	2,175,085
Additions		6,739
Reductions		
Ending Balance	**$**	**2,181,824**
Oregon Coast Bank - Money Market Account		
Beginning Balance	$	11,408,985
Additions		35,790
Reductions		
Ending Balance	**$**	**11,444,775**
Monthly Totals		
Beginning Balance	$	73,354,582
Additions	$	186,902
Reductions	$	-
Ending Balance	**$**	**73,541,484**

Interest Rates	**Dec**	**Jan**	**Feb**
LGIP	**4.25%**	**4.16%**	**4.04%**
Oregon Coast Bank	**4.30%**	**4.15%**	**4.05%**

6.b.2. Monthly Financial Report

General Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2025-26
Year To Date Transactions as of February 28, 2026 - 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 Actual Dec '25	Period 7 Actual Jan '26	Period 8 Actual 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
REVENUES																			
LOCAL SOURCES:																			
Current year's levy					37,845,135	3,204,429	1,456,668	222,727	2,361,748	165,252	173,936	1,180,286	512,633	47,122,815	*	46,319,020	42,728,959	803,795	92%
Prior years' taxes		171,229	139,791	86,762	61,844	111,207	85,018	42,149	60,119		36,228	108,326	26,528	929,201	*	805,000	698,000	124,201	87%
Interest on Investments	90,611	92,604	86,620	76,655	101,808	162,039	112,948	87,594	81,665	60,400	63,910	94,442	30,061	1,141,357		805,515	810,879	335,842	101%
Fees Charged to Grants				16,972	26,917	21,957	18,795	19,311	28,694	42,995	26,897	143,396	76,979	422,913		439,247	103,951	(16,334)	24%
Rentals										1,273		1,869	496	3,637		10,000	-	(6,363)	0%
Contributions														0			-	-	#DIV/0!
Other Local Income	25,383	(10,706)	689	29,289	99,993	27,636	168,509	48,019	79,833	88,556	105,884	130,580	359,596	1,153,260		1,169,587	388,812	(16,327)	33%
INTERMEDIATE SOURCES:																	-		
ESD - Severe Disab Support						230,542								230,542		246,000	230,542	(15,458)	94%
County School Fund					217,014			142,948				180,125		540,087	*	300,000	359,962	240,087	120%
Other, Hvy Eq Rent Tax, etc		1,250			78		1,557							2,885			2,885	2,885	#DIV/0!
STATE SOURCES:																	-		
SSF- Current Year	3,696,772	1,847,277	1,847,277	1,844,295	1,844,295	1,901,395	1,901,395	1,901,395	1,900,264	1,875,264	1,900,263			22,459,892		22,621,328	16,784,101	(161,436)	74%
SSF- Prior Year														0			-	-	#DIV/0!
Common School Fund								356,304					356,304	712,608	*	658,590	356,304	54,018	54%
State Timber					347,013			229,040				277,429		853,482	*	500,000	576,053	353,482	115%
Unrstd Grants, HCD, Wildfire								74			200,000			200,074		200,000	74	74	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%
Total Monthly Revenues	**19,005,627**	**2,101,654**	**2,074,974**	**2,053,973**	**40,544,097**	**5,659,204**	**3,744,889**	**3,049,561**	**4,512,323**	**2,233,739**	**2,507,118**	**2,116,453**	**1,412,597**	**91,016,209**		**88,048,855**	**78,233,978**	**2,967,354**	**89%**
CUMULATIVE RESOURCES	**19,005,627**	**21,107,281**	**23,182,254**	**25,236,227**	**65,780,324**	**71,439,528**	**75,184,417**	**78,233,978**	**82,746,301**	**84,980,040**	**87,487,158**	**89,603,611**	**91,016,209**						
EXPENDITURES																			
Salaries (100)	588,666	773,418	2,891,098	2,974,597	3,120,591	2,928,024	2,933,819	3,108,460	2,921,568	2,872,430	3,071,529	7,071,825		35,256,026		35,239,168	19,318,674	16,858	55%
Employee benefits (200)	248,053	326,424	1,359,103	1,501,321	1,397,479	1,370,977	1,367,995	1,385,448	1,553,336	1,552,980	1,598,304	3,900,970		17,562,389		18,640,916	8,956,800	(1,078,527)	48%
Purchased services (300)	1,318,821	905,005	1,134,622	1,913,800	1,670,961	1,534,895	1,386,778	1,777,548	1,662,467	1,722,361	2,096,199	2,033,350	580,091	19,736,898		19,916,806	11,642,430	(179,908)	58%
Supplies (400)	102,433	204,326	281,184	123,145	83,318	86,708	115,027	54,369	88,951	161,260	184,751	274,066	205,885	1,965,423		2,114,981	1,050,511	(149,558)	50%
Capital outlay (500)									3,759	24,509	24,132	36,486	9,830	98,716		204,580	-	(105,864)	0%
Insurance/Other (600)	1,204,466	4,428	33,646	35,418	1,723	3,045	18,204	5,113	6,134	9,732	41,954	28,605	31,166	1,423,633		1,387,759	1,306,043	35,874	94%
Interfund Transfers (700)												1,345,198		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%
Total Monthly Expenditures	**3,462,439**	**2,213,601**	**5,699,654**	**6,548,281**	**6,274,073**	**5,923,649**	**5,821,823**	**6,330,939**	**6,236,215**	**6,343,271**	**7,016,867**	**14,690,501**	**826,972**	**77,388,285**		**88,048,865**	**42,274,458**	**(10,660,580)**	**48%**
CUMULATIVE EXPENDITURES	**3,462,439**	**5,676,040**	**11,375,694**	**17,923,975**	**24,198,048**	**30,121,697**	**35,943,519**	**42,274,458**	**48,510,673**	**54,853,944**	**61,870,812**	**76,561,313**	**77,388,285**						
Month-end Fund Balance	**15,543,188**	**15,431,240**	**11,806,560**	**7,312,252**	**41,582,276**	**41,317,831**	**39,240,898**	**35,959,520**	**34,235,628**	**30,126,096**	**25,616,347**	**13,042,299**	**13,627,924**	**13,627,924**				**35,959,520**	

Revenue Assumptions:

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

Updated to 3/3/26 SSF Estimate

Updated to usual 2 payments per year, based on amount of first payment

*** Local Revenue - Projected**	**50,158,192**	
Local Revenue included in 3/3/25 SSF Estimate	48,582,610	
Estimated 2024/25 SSF Adjustment (May 2026)	**(1,575,582)**	Depends on Actual Local Revenue at Yr End
Anticipated Ending Fund Balance	**12,052,342**	
Less Unappropriated Ending Fund Balance (7% Required) & Contingency	(9,199,457)	Restricted
Less Estimated Building Ending Fund Balance for use in 2025-26	(1,000,228)	Restricted
Excess Ending Fund Balance	**1,852,657**	

Expenditure Assumptions:

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

Prior Period Adjustments - moved Tech staff wages/benefits to bond fund for bond projects.

Excess Ending Fund Balance Sources:

Beginning Fund Balance Excess	1,268,292	
Facilities/Maint Payroll to Bond	394,749	This number will grow each month
Tech Payroll to Bond	15,180	This number will grow each month
Operations	174,436	
Total	**1,852,657**	

Monthly ADMr - Prior Years

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25		Monthly ADMr 2025-26	YTD ADMr 2025-26	Yr to Yr Diff	Budgeted	YTD Budget Diff
5,567.9	4,892.4	5,163.5	5,095.5	4,959.1	4,775.6	September	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	October	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	November	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	December	4,609.3	4,631.3	(137.3)		94.8
5,577.6	5,054.0	5,184.1	5,095.4	4,945.4	4,726.8	January	4,610.4	4,626.1	(116.4)		89.6
5,569.1	5,052.3	5,180.8	5,103.0	4,935.4	4,716.6	February	4,599.5	4,622.0	(117.1)		85.5
COVID-19	5,048.6	5,170.4	5,101.0	4,911.4	4,709.8	March					
ADM Frozen	5,048.6	5,167.2	5,097.6	4,872.3	4,700.5	April					
2nd Qtr (Dec)	5,049.0	5,157.0	5,093.8	4,859.1	4,690.4	May					
	5,090.2	5,122.6	5,007.0	4,833.5	4,618.9	June					
	5,090.2	5,122.6	5,072.2	4,916.2	4,687.2	June YTD					
Difference	(478.90)	32.40	(50.40)	(155.96)	(229.04)						

Lincoln County School District
2025-26 Monthly Comparison - General Fund Projected to Actual
February 2026

REVENUES	Projected**	Actual	Actual Compared to Projected		Comments
LOCAL SOURCES:					
Current year's levy	293,570	222,727	(70,843)	*	
Prior years' taxes	36,348	42,149	5,802	*	
Interest on Investments	86,701	87,594	893		
Fees Charged to Grants	22,862	19,311	(3,551)		Expense/timing varies
Rentals			-		
Contributions			-		
Other Local Income	43,783	48,019	4,236		
INTERMEDIATE SOURCES:					
ESD - Severe Disability Support			-		
County School Fund		142,948	142,948	*	Amount/Timing Varies
Other, Hvy Eq Rent Tax, etc			-		
STATE SOURCES:					
SSF- Current Year	1,901,395	1,901,395	-	*	
SSF- Prior Year			-	*	
Common School Fund	102,784	356,304	253,520	*	Amount/Timing Varies
State Timber		229,040	229,040	*	Amount/Timing Varies
Unrestricted Grants		74	74	*	
FEDERAL SOURCES:					
Federal Forest Fees			-		
Foster Care Transport Reimb			-		
OTHER RESOURCES:					
Interfund Transfer			-		
Sale of Assets/Ins Proceeds			-		
Beginning Fund Balance			-		
Total Monthly Revenue	**2,487,442**	**3,049,561**	**562,119**		
EXPENDITURES					
Salaries (100)	3,029,685	3,108,460	78,776		Add'l 2% Licensed COLA
Employee benefits (200)	1,561,806	1,385,448	(176,358)		
Purchased services (300)	1,601,584	1,777,548	175,964		
Supplies (400)	100,668	54,369	(46,299)		
Capital outlay (500)	4,983		(4,983)		
Insurance/Other (600)	5,446	5,113	(332)		
Interfund Transfers (700)			-		
Contingency (800)					
Unappropriated Funds (800)					
Total Monthly Expenditures	**6,304,171**	**6,330,939**	**26,767**		

*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
February 2026

	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	47,616	52,822		54,353					322,666
Cleaning Services	195,560	195,560	195,560		195,560	195,560	195,560			391,121					1,564,483
Repairs & Maint	45,180	59,774	28,638		24,319	10,191	17,292	29,105		9,828					224,326
Rentals	1,615	29,368	1,615		8,440	2,403	4,638	3,077		1,702					52,859
Utilities	134	36,667	115,382		120,757	137,600	159,969	182,761		173,014					926,285
Transportation	77	3,668	190,620	B	874,441	681,519	508,716	519,057		639,106					3,417,205
Travel	1,862	7,149	756		4,138	8,368	3,163	3,730		15,405					44,572
Telephone		8,522	4,330		12,695	4,688	9,663	17,195		5,530					62,623
Postage	2,042	1,529	3,515		3,879	2,176	5,719	2,060		5,475					26,396
Advertising	115	15													130
Printing & Binding	4,147	4,956	15,655		12,375	10,503	7,273	13,012		4,028					71,950
Data Lines		390	300		492	195	127	231		128					1,864
Charter School Pmts	1,027,152	513,577	513,577		513,577	513,577	513,577	513,577	C	439,315					4,547,929
Tuition		33,166	33,166		32,096	33,166	32,096	33,166		33,166					230,020
Audit Services					15,000			2,925							17,925
Legal Services		300	1,476		19,976	6,974	4,082	4,030		4,292					41,129
Architect/Engr Svcs					1,065	400									1,465
Neg/Labor Consltg								1,630							1,630
Managemnt Svcs							23,276								23,276
Data/Tech Svcs															-
Election Services															-
Other Gen Prof Svcs	40,537	9,375	112		1,227	838	2,127	8,400		1,084					63,699
Total	**1,318,821**	**905,005**	**1,134,622**		**1,913,800**	**1,670,961**	**1,534,895**	**1,386,778**		**1,777,548**	**-**	**-**	**-**	**-**	**11,642,430**
For Reference Only:															
Less Transportation	(77)	(3,668)	(190,620)		(874,441)	(681,519)	(508,716)	(519,057)		(639,106)	-	-	-	-	
Charter Sch Pmts	(1,027,152)	(513,577)	(513,577)		(513,577)	(513,577)	(513,577)	(513,577)		(439,315)	-	-	-	-	
Balance of Purchased Services	**291,593**	**387,760**	**430,425**		**525,782**	**475,865**	**512,602**	**354,144**		**699,127**	**-**	**-**	**-**	**-**	**A**

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

C: Adjusted payments to 2/20/26 SSF Estimate

Updated figure - billing adjustment

LINCOLN COUNTY SCHOOL DISTRICT

2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of February 28, 2026 - UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	2,644,752		976,108	1,668,645
Intermediate				
State	4,887,124		839,959	4,047,165
Federal	8,116,673		2,241,283	5,875,390
Beg. Fund Balance *	2,946,543		2,830,894	115,649
Total Revenues	18,595,092		6,888,243	11,706,849
Expenditures:				
Instruction	5,493,536	1,700,966	1,850,408	1,942,162
Support Services	8,397,531	987,139	1,961,333	5,449,058
Enterprise	854,442	53,368	159,536	641,538
Facilities Acq & Const	3,849,584	223,870	137,330	3,488,384
End Fund Bal/Tfrs				0
Total Expenditures	18,595,092	2,965,343	4,108,607	11,521,142
Fund Balance			**2,779,637** ***	
Indigenous Peoples (286)				
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	86,279		186,279	(100,000)
Total Revenues	86,279	0	186,279	(100,000)
Expenditures:				
Instruction	86,279	6,016	2,005	78,258
Support Services				0
End Fund Balance				0
Total Expenditures	86,279	6,016	2,005	78,258
Fund Balance			**184,274**	
Less Encumbered			6,016	
Available for Expenditure			**178,258**	
Musical Instruments (287)				
Revenues:				
Transfers				0
Beg. Fund Balance*	433,661		533,656	(99,995)
Total Revenues	433,661		533,656	(99,995)
Expenditures:				
Instruction	393,000			393,000
Support Services	40,661			40,661
End Fund Balance				0
Total Expenditures	433,661	0	0	433,661
Fund Balance			**533,656**	
Less Encumbered			0	
Available for Expenditure			**533,656**	

	Budget	Encumb'd	YTD Actual	Remaining
Pre-School Promise (288)				
Revenues:				
State	596,080		220,897	375,183
Beg. Fund Balance*			0	0
Total Revenues	596,080		220,897	375,183
Expenditures:				
Instruction	525,968	206,097	260,583	59,288
Support Services	50,996	26,242	24,319	436
Enterprise	19,116			19,116
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	596,080	232,339	284,902	78,840
Fund Balance			**(64,005)** ***	
Student Investment Account (289/989)				
Revenues:				
State	5,037,550		3,778,162	1,259,387
Beg. Fund Balance*				0
Total Revenues	5,037,550		3,778,162	1,259,387
Expenditures:				
Instruction	2,541,627	1,054,779	1,159,659	327,189
Support Services	2,231,186	1,165,166	1,088,378	(22,358)
Enterprise	264,736		245,160	19,576
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	5,037,550	2,219,946	2,493,197	324,407
Fund Balance			**1,284,966** ***	
Curriculum (290)				
Revenues:				
Local	80,000		130,714	(50,714)
Transfers	500,000			500,000
Beg. Fund Balance*	5,440,952		4,908,824	532,128
Total Revenues	6,020,952		5,039,538	981,414
Expenditures:				
Instruction	1,098,000		578,648	519,352
Support Services				0
Contingency	4,922,952			4,922,952
End Fund Balance				
Total Expenditures	6,020,952	0	578,648	5,442,304
Fund Balance			**4,460,890**	
Less Encumbered			0	
Available for Expenditure			**4,460,890**	

	Budget	Encumb'd	YTD Actual	Remaining
Small Schools Grant (291) WHS & Toledo Jr/Sr HS				
Revenues:				
Local			4,813	(4,813)
State	72,519			72,519
Beg. Fund Balance *	205,142		172,991	32,151
Total Revenues	277,661		177,804	99,857
Expenditures:				
Instruction	180,216	7,633	15,486	157,097
Support Services	24,926	86	9,411	15,429
Enterprise				0
Facilities Acq & Const				
Conting/End Fund Bal	72,519			72,519
Total Expenditures	277,661	7,719	24,897	245,045
Fund Balance			**152,907**	
Less Encumbered			7,719	
Available for Expenditure			**145,188**	
High School Success (292)				
Revenues:				
State	1,534,608		1,150,956	383,652
Beg. Fund Balance *				0
Total Revenues	1,534,608		1,150,956	383,652
Expenditures:				
Instruction	812,675	339,627	352,151	120,897
Support Services	721,933	141,445	222,362	358,125
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	1,534,608	481,072	574,513	479,023
Fund Balance			**576,443** ***	
Building Maintenance (293)				
Revenues:				
Local	50,000		66,576	(16,576)
Federal				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance *	2,185,005		2,433,348	(248,343)
Total Revenues	2,235,005		2,499,924	(264,919)
Expenditures:				
Instruction	375,000			375,000
Support Services	675,000	100,127	134,410	440,463
Enterprise				
Facilities Acq & Const	1,185,005		243,588	941,417
End Fund Bal/Tfrs				
Total Expenditures	2,235,005	100,127	377,998	1,756,880
Fund Balance			**2,121,925**	
Less Encumbered			100,127	
Available for Expenditure			**2,021,798**	

*** 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

2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of February 28, 2026 - UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Food Services (294)				
Revenues:				
Local	269,150		65,531	203,619
State	125,000		20,835	104,165
Federal	3,326,636		1,091,171	2,235,465
Sale/Loss of Assets			76,537	(76,537)
Beg. Fund Balance *	100,000		196,889	(96,889)
Total Revenues	3,820,786		1,450,963	2,369,823
Expenditures:				
Instruction	68,210	23,411	48,043	(3,244)
Support Services	37,724	12,562	22,659	2,503
Enterprise	3,714,852	1,969,985	1,283,172	461,695
Total Expenditures	3,820,786	2,005,959	1,353,874	460,953
Fund Balance			**97,089** ***	
Student Activities (295)				
Revenues:				
Local	1,380,723		1,059,512	321,211
Beg. Fund Balance *	1,500,000		1,303,089	196,911
Total Revenues	2,880,723		2,362,601	518,122
Expenditures:				
Instruction	1,500,723	112,450	849,478	538,795
Support Services	110,000	755	12,742	96,504
Enterprise	100,000	2,240	27,000	70,760
Facilities Acq & Const		31,470		(31,470)
Contingency	1,170,000			1,170,000
Total Expenditures	2,880,723	146,915	889,220	1,844,588
Fund Balance			**1,473,381**	
Less Encumbered			146,915	
Available for Expenditure			**1,326,466**	
Outdoor School for All (296)				
Revenues:				
State	186,114			186,114
Total Revenues	186,114		0	186,114
Expenditures:				
Instruction	173,391	7,337	968	165,086
Support Services	12,722			12,722
Total Expenditures	186,114	7,337	968	177,808
Fund Balance			**(968)** ***	
Technology (298)				
Revenues:				
Local	20,515		134,923	(114,408)
Transfers	500,000			500,000
Beg. Fund Balance*	4,475,000		4,438,189	36,811
Total Revenues	4,995,515		4,573,112	422,403
Expenditures:				
Instruction	334,000			334,000
Support Services	463,989	28,569	208,244	227,176
Contingency	1,000,000			1,000,000
End Fund Balance	3,197,526	3,197,526		0
Total Expenditures	4,995,515	3,226,095	208,244	1,561,176
Fund Balance			**4,364,868**	
Less Encumbered			3,226,095	
Available for Expenditure			**1,138,773**	

	Budget	Encumb'd	YTD Actual	Remaining
Vehicle Replacement (299)				
Revenues:				
Local	128,500		3,206	125,294
Sale of Assets				0
Beg. Fund Balance *	96,557		163,144	(66,587)
Total Revenues	225,057		166,350	58,707
Expenditures:				
Support Services	225,057	20,028	55,348	149,681
End Fund Balance				
Total Expenditures	225,057	20,028	55,348	149,681
Fund Balance			**111,002**	
Less Encumbered			20,028	
Available for Expenditure			**90,974**	
PERS Bonds Debt Service (320)				
Revenues:				
Local	4,850,636		2,331,803	2,518,833
Beg. Fund Balance *	7,162,566		8,843,137	(1,680,571)
Total Revenues	12,013,202		11,174,940	838,262
Expenditures:				
Debt Service	6,167,240		401,120	5,766,120
End Fund Balance	5,845,962			5,845,962
Total Expenditures	12,013,202	0	401,120	11,612,082
Fund Balance			**10,773,820**	
GO Bonds Debt Service (330 & 331)				
Revenues:				
Local	6,179,420		5,531,772	647,648
Transfers	6,695,000			6,695,000
Beg. Fund Balance *	8,862,585		9,447,305	(584,720)
Total Revenues	21,737,005		14,979,077	6,757,928
Expenditures:				
Debt Service	15,042,000		20,426	15,021,574
Transfers	6,695,005			6,695,005
End Fund Balance				0
Total Expenditures	21,737,005	0	20,426	21,716,579
Fund Balance			**14,958,651**	
Capital Construction Fund (405)				
Revenues:				
Local	620,000		401,266	218,734
Beg. Fund Balance *	1,944,505		1,971,770	(27,265)
Total Revenues	2,564,505		2,373,036	191,469
Expenditures:				
Support Services	510,000		42,999	467,001
Facilities Acq & Const	2,054,505	500,000	392,246	1,162,259
Total Expenditures	2,564,505	500,000	435,245	1,629,260
Fund Balance			**1,937,792**	
Less Encumbered			500,000	
Available for Expenditure			**1,437,792**	

	Budget	Encumb'd	YTD Actual	Remaining
OSCIM Grant - Capital Construction Fund				
Revenues:				
State				0
Beg. Fund Balance *				0
Total Revenues	0		0	0
Expenditures:				
Support Services				0
Facilities Acq & Const				0
Total Expenditures	0	0	0	0
Fund Balance			**0**	
Less Encumbered			0	
Available for Expenditure			**0**	
Future Property Purchases Reserve (420)				
Revenues:				
Local	25,000		35,168	(10,168)
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,156,355		1,182,565	(26,210)
Total Revenues	1,181,355		1,217,733	(36,378)
Expenditures:				
Facilities Acq & Const	1,181,350			1,181,350
Transfers	5			
Total Expenditures	1,181,355			1,181,355
Fund Balance			**1,217,733**	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	1,011,583		535,918	475,665
Beg. Fund Balance *	1,356,628		1,332,871	23,757
Total Revenues	2,368,211		1,868,789	499,422
Expenditures:				
Support Services	988,107		643,205	344,902
Contingency	1,380,104			1,380,104
Total Expenditures	2,368,211		643,205	1,725,006
Fund Balance			**1,225,584**	
Less Encumbered			0	
Available for Expenditure			**1,225,584**	
District Medical Group HRA (620)				
Revenues:				
Local	910,000		627,682	282,318
Beg. Fund Balance	3,217,270		3,438,617	(221,347)
Total Revenues	4,127,270		4,066,299	60,971
Expenditures:				
Support Services	1,114,655	6,230	400,491	707,934
End Fund Balance	3,012,615			3,012,615
Total Expenditures	4,127,270	6,230	400,491	3,720,549
Fund Balance			**3,665,808**	
Less Encumbered			6,230	
Available for Expenditure			**3,659,578**	

*** 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
Bills & Claims Over $25,000 - All Funds
2025-26 Fiscal Year
FEBRUARY 2026

Date	Payee	Description		Amount
1/30/2026	WORLD CLASS VACATIONS	COOK AROUND THE WORLD COMPETITION-TAHS	$	28,784.62
2/6/2026	SPRINGHOUSE PROFESSIONALS LLC	CONTRACTED SERVICES SPED-EAST	$	25,753.00
2/6/2026	SODEXO, INC & AFFILIATES (CUST)	2025-26 CONTRACTED SERVICES	$	391,120.84
2/13/2026	LATHAM CENTERS, INC.	TUITION-SPECIAL ED OUT OF STATE PLACEMENT	$	33,165.66
2/20/2026	SODEXO, INC & AFFILIATES (CAFE)	2025-26 CONTRACTED SERVICES	$	193,026.12
2/27/2026	EDDYVILLE CHARTER SCHOOL	2025-26 SSF PAYMENTS	$	287,761.00
2/27/2026	FIRST STUDENT, INC.	STUDENT TRANSPORTATION	$	610,632.61
2/27/2026	SILETZ VALLEY CHARTER SCHOOL	2025-26 SSF PAYMENTS	$	151,554.00

LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
February 28, 2026

Piper Sandler & Co Brokerage Account, Bank of New York - Pershing		
US Treasury Fixed Income Securities 3.54%		
Beginning Balance	$	20,117,226
Additions		
Reductions		
Ending Balance	**$**	**20,117,226**
Oregon State Treasury - Local Government Investment Pool		
Beginning Balance	$	48,003,048
Additions		2,390,516
Reductions		3,500,000
Ending Balance	**$**	**46,893,564**
Oregon State Treasury - Local Government Investment Pool - 2002 PERS Bonds		
Beginning Balance	$	1,968,941
Additions		263,342
Reductions		-
Ending Balance	**$**	**2,232,283**
Oregon State Treasury - Local Government Investment Pool - 2003 PERS Bonds		
Beginning Balance	$	2,231,660
Additions		299,915
Reductions		-
Ending Balance	**$**	**2,531,574**
Oregon Coast Bank - Money Market Account		
Beginning Balance	$	14,565,102
Additions		3,543,405
Reductions		4,200,000
Ending Balance	**$**	**13,908,507**
Oregon Coast Bank - 9 Month Time CD (Fund 331 QSCB Sinking Fund) 3.94%		
Beginning Balance	$	1,918,163
Additions		-
Reductions		-
Ending Balance	**$**	**1,918,163**
Monthly Totals		
Beginning Balance	$	68,686,913
Additions	$	6,497,178
Reductions	$	7,700,000
Ending Balance	**$**	**67,484,091**

Interest Rates	**Dec**	**Jan**	**Feb**
LGIP	**4.25%**	**4.16%**	**4.04%**
Oregon Coast Bank	**4.30%**	**4.15%**	**4.05%**

6.c. Food Services Report (Oral).

6.c.1. Nutrition Services Report

THE MONTHLY FEED - March 2026

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scott.barker@lincoln.k12.or.us
rebecca.smith @lincoln.k12.or.us

NUTRITION SERVICES
Lincoln County School District
School Meals • Gardens • Food Pantry
Growing Foods - Growing Minds - Feeding Our Future

A cut above the rest!
Incorporating culinary job skills into the lunch line.

Taft 7-12's Julia Westbrook has provided job skills to many students over the years in the CTE Culinary room, winning many competitions that are brag worthy. Recently, those skills have expanded to include fish butchery with support from Maggie Michaels of the Oregon Coast Visitors Association. On March 20th, Julia's class will pilot a new advanced program that takes local lingcod from the the docks of Newport directly to the classroom where her students will butcher the fish for fish tacos that will be served on the lunch line that same day for students to enjoy!

Sodexo is providing new fillet knives, cutting boards, cut gloves, and fish bone tweezers to LCSD in anticipation that the pilot will be a success and we will be expanding to other culinary programs in the District. This butchery program is just one more step toward offering more local foods in school meals, with the added bonus of building more community partners and supporting students who can use these skills in the future!

Remember, student lunches are FREE, adults pay $6.00.
Stop by the lunch line 3/20/26 at Taft 7-12 and try our fish tacos.

What's GROWing on in the LCSD school gardens?

As the days grow longer and the scent of spring fills the air, we're naturally drawn back to the gardens. We've been busy pruning fruit trees and shrubs in preparation for an exciting season ahead. Removing undesirable limbs and excessive growth encourages stronger structure and better fruit production. That's the kind of balance we like to see.



At one of our gardens we made the difficult decision to move several fruit trees that were partially shading some garden beds. Students carefully dug around each tree's root ball and prepared planting holes in their new locations. Along the way, we discussed the inevitable root damage that can occur during transplanting and how pruning the branches helps restore balance. By reducing the trees' foliage, we lessen their demand for water and nutrients, bringing their above-ground growth into alignment with the capacity of their temporarily stressed root systems.

It's a meaningful lesson in balance and temporary discomfort. In the long run, more garden beds will receive sunlight, the trees will regain their strength, and the entire garden will be healthier for it.

 This institution is an equal opportunity provider.

Want to be part of an amazing team?
Go to us.sodexo.com

Save the Date!

The Future Chef Challenge is March 7th at Newport Middle School. Cooking starts at 9am!

We have 17 students from across the District grades K-5 competing this year.

Good luck to them all!



FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)

FFVP is 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: Dragon Fruit, Blood Oranges, Jicama, and Easter Egg Radishes.





Easter Eggs Radishes are a blend of different quick growing radish varieties and they only take 25-30 days to harvest with a crisp, mild, and sweet flavor.



March 2-6 Come have breakfast to celebrate National School Breakfast Week! We have some new menu items for you to try!

March 13th Philly Cheese Steak Fries made with Gibson Farms local beef.





March 17th Green Eggs and Ham for Breakfast and a special Green and Gold Salad Bar!

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

Sodexo supports local non-profits

Sodexo awarded a $2,500 grant to our community partner the Toledo Rotary Club to support at-risk youth at The Homie House.



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


Passport
to Flav
Where Tomorrow's
Tastemakers take us on a
bal Adventure!
#SDXFutureChefs
sodexo
Future Chefs
National Challenge
by sodexo
Shaylin Millet
5th Grade – Sam Case Elem
Gyoza
1 head Napa Cabbage
3-4 Cloves of Garlic
½ tsp Salt
1/8 tsp Pepper
4 cups Sushi Rice
Dipping Sauce
1 cup Soy Sauce
4 Green Onion
2 pkgs Wanton Wraps
2 Eggs
1 lb Ground Pork
1 cup Oil
1 tsp Hot Chili Oil (to taste)
2 Tbsp Rice Vinegar
Directions:
Mix dipping sauce: Combined all ingredients, set aside.
Cook 4 cups of rice according to directions on the package.
Chop napa cabbage very fine, add to a large mixing bowl. Chop green onions (entire bunch) and add to mixing bowl. Add minced garlic, salt, pepper & ground pork to mixing bowl.
Mix all ingredients by hand until well combined.
Set aside.
Crack & scramble 2 eggs in a small bowl.
Lay out wonton wrappers on a flat surface. Using a finger or basting brush, dip into egg mixture & wipe around the edge of half the wonton wrapper.
Place about 1 Tbsp of mixture into each wonton wrapper.
Fold each filled wonton wrapper in half. Making sure to press half with egg against half without egg. Create 4 pleats around edges to seal. Repeat until all are completed.
Cook: Heat a couple of Tbsp of cooking oil on medium heat on a large skillet (with lid) Fill pan with Gyoza in a single layer (not overlapping) Cook a couple of minutes until golden then flip. Pour about ¼ c water into the pan. Place a lid on the pan.
Cook 3 to 4 minutes, until water has evaporated & Gyoza is cooked through. Remove from pan and cook with dipping sauce.
Allergens: egg, gluten
LINCOLN COUNTY
SCHOOL DISTRICT
sodexo

6.d. First Student Report (Written).

FIRSTstudent Transportation Update

Lincoln County School District
Board Meeting General Session, March 10, 2026

Date: March 5, 2026

Dear: LCSD School Board & Transportation Leadership,

Happy School Bus Appreciation Month! In this edition, I will share more information on Samsara, Employee and Customer Satisfaction Surveys, and our newest Market & Recruitment Strategy Reports for the east/wet and South areas. This year, Lincoln City has been in a good position regarding driver count.

Driver staffing

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

- FY 26 Wages: $23.12 – $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
- $1,000.00 Employee Referral Bonus-a $500.00 dollar increase.

The data on the right represents current driver availability and route count as of 03/05/2026. We continue to catch whatever illness is going around, and staff steps in to cover those routes.

Route Count (current)	**64**
GenEd	41
SpEd	13
Type 10	10
Driver Staffing Goal	**64**
Drivers Assigned to a Route	64
Cover Drivers	6
Borrowed Drivers	0
Total Drivers On Hand Excluding staff	**52**
CDL	45
Type 10	7
Borrowed Drivers	5
Casual Drivers (limited route availability)	(7)
Over/(Short) for Route Coverage	-4
Drivers in Training/Testing	**4**
Apps as since Feb 10, 2026	8
Permit Pending	11
Total # in Training (Classroom)	2
Behind-the-Wheel Training	2
Leave/Unavailable	4

Recruiting

- Susan Schuytema and our regional Lead Area Recruiter, Craig Hutchinson, are working on getting us more media exposure to reach members of our community. We appreciate the collaboration and your support. Check out the banner on the district's website.
- We are working on becoming members of the four main Chambers of Commerce in Lincoln County to take advantage of their avenues of business exposure. Hopefully this will generate additional interest and traction to increase and secure additional drivers.

Contact Darleen Van Riper, Location Manager, at 503-708-7609 with questions.

- By the end of next week, we will have more visual presence in our communities. Recruiters will station banner buses and share information on how to join a team that dedicates itself to the safe transportation of our children to and from school.
- Additional recruiting opportunities include tables at worksource, providing ads for employees to add to their personal media to increase their chances of getting additional money for recruiting CDL drivers.

Customer issues/ resolutions

- **Driver Shortage:**
  - Over the last few weeks, we completed the training of three new drivers (2xVan & 1xCDL.
  - Our newest CDL driver took over a route that was driven by an OOT driver; this allowed us to move the OOT driver to a route that is currently being covered by office staff.
  - One of the two new van drivers will relieve an office staff, and the other will transport the five students from HWY 229. This change will thankfully shorten their ride by two to three hours. It's still a long day, but it certainly beats being on the road at 5:30AM and getting home by 6:00PM.
- **High Student Load Counts**

  With the addition of drivers, we are shortening route times. This oftentimes helps with student behavior management even if the bus has a high load count. We are also still utilizing "loops" where it makes sense: e.g., W77 picks up 20 to 30 kids from Yaquina View and Sam Case. Most of them get off at a group stop, so we drop those students off before heading to NMS and NHS. Students are not crowded, and the added loop does not add too much seat time to those who remain on the bus after dropping at the first stop. Most routes in the north cannot loop, so our focus there is adding drivers, so we can bring back routes to separate OLES students from Taft students.

Noteworthy Successes

- **First Student Lincoln County: Site Safety Review 2026**

  On 03/05/2026, our Safety Department was subject to the annual Site Safety Review held by our Regional Safety Leader, Suzanne Bonds. Brenda Porter, Location Safety Manager; Sheila Morris, Assistant Location Manager; and Darleen Van Riper, Location Manager, assisted Sue during this process. Overall site safety, employee compliance documentation and Workers Compensation/Collision files were a few of the areas that were reviewed. Aside for a few missing documents (that were easily produced as they are located in our Driver Management System), our safety department passed with flying colors. Well done, Brenda Porter!
- **Medical Emergency Handled Calmly and with Care**

  On March 5th, 2026, Anna Cobarrubia, our driver on route W76 radioed in that a student on her bus was experiencing chest pains. The staff at Toledo Base stepped into action: Brenda, Sheila and Darleen tag-teamed calling, 9-1-1. The parents, the school, the district, and the First Student regional Safety team, so everyone was informed. Anna was a true hero to the student, the parents and her entire bus. While waiting for parents and EMS to arrive on scene, Anna assessed the situation and continued to inform base of the student's condition. To give her little kindergarten patient some privacy, she asked the other younger students to move to the back, where the older students kept them busy. When parents and EMS arrived, the student was placed in their care, and W76 was released to continue route.

Technology Updates

Samsara Installation Postponed

On March 5, 2026, all First Student locations were informed that the installation of the additional camera system is postponed. Reasons for the delay are focused on safety and operational excellence. Most of the installation materials are already on site, so it is just a matter of time until installation commences. To be continued…

Latest news

- **Peakon Employee Survey Results**
  - Employee feedback reflects both strengths and areas for improvement within the transportation program. Staff report finding their work meaningful, particularly through supporting students and contributing to their safety and daily school experience. Many employees also value the organization's inclusive culture and the supportive relationships they have with colleagues and supervisors.
  - At the same time, the feedback identifies opportunities to strengthen employee recognition, communication, workplace support, and professional development. Employees also note the importance of maintaining competitive compensation, streamlining hiring processes, and improving collaboration between transportation staff and schools when addressing student behavior.
  - Overall, these insights highlight opportunities to enhance employee morale, strengthen retention, and continue building a supportive and effective transportation workforce.

Important dates

- March 9-LCSD Professional Development Day
- March 17-Happy St. Patty Day: Staff will provide the traditional Corned Beef and Cabbage lunch, and we will hold a "Most Greenest" Outfit contest. Let's hope that we will have a sea of green.
- March 23-27-Spring Break

6.e. Custodial Services Report (Written).



SODEXO & LINCOLN COUNTY SCHOOL DISTRICT

END OF THE MONTH REPORT- CUSTODIAL

FEBRUARY 2026

FEBRUARY HIGHLIGHTS

- Completed Construction clean and wax at Sam Case.
- Deep cleaned area at Arcadia for college students
- 1st full month of utilizing absentee data to target extra disinfection. (using funds more efficiently)
- Reviewed protocol for inclement weather work (ie-ice melt)
- New vacuums on order to replace outdate units. (elementary schools first, then Secondary)



FEBRUARY HIGHLIGHTS

- one interview conducted for Ops. Manger position.
- Fully staffed for February. 2 openings for start of March.
- Re-unitizing Sam Case ongoing
- Principal Meetings for February: Avg. Score = 8.9
    - Lowest score: 6 (1 schools)
    - Highest score: 10 (5 schools)

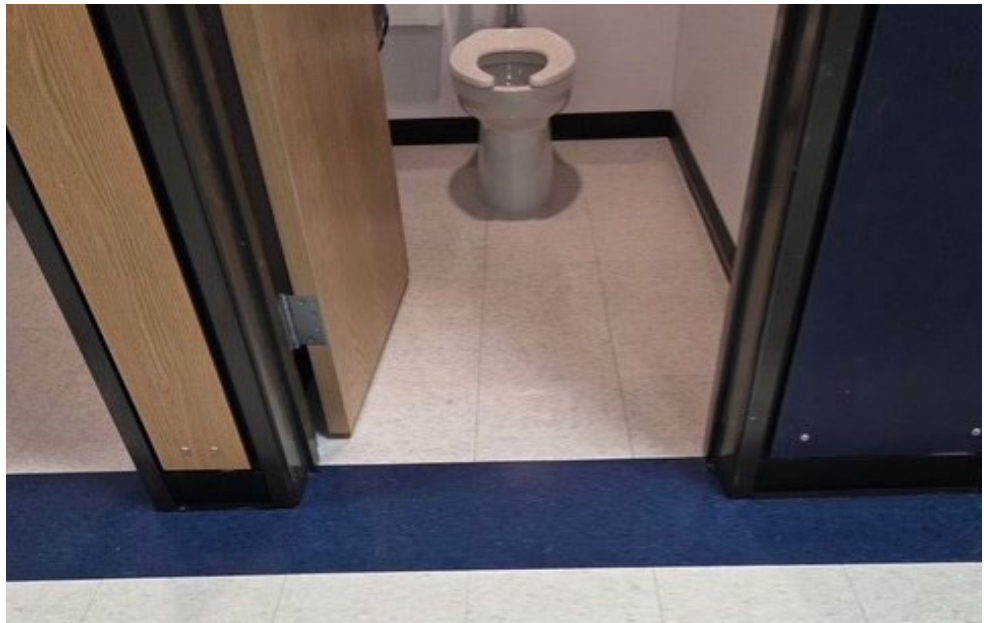


FEBRUARY HIGHLIGHTS

NEW NMS bathrooms







FEBRUARY CONTINUED

Upcoming projects

- Construction cleans: Gym cleaning before new floor install (Toes)
- Gym refinish behind bleachers (Taft 7-12, Taft Ele and NMS)
- Ecolab vendors updating their onsite equipment. 10+ years old.
- Helping food services with Future chef competition.
- Recoating/burnishing hallways over spring break. (all schools)



CHALLENGES

- Maintaining Sodexo 7 step cleaning processes during facility use event days.
- 1st impression areas during rainy weeks
- Maintaining floor shine before recoating begins during spring break

SAFETY


Injuries/Incidents: 0 February. 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 preform 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: Human Factors and Electrical safety

6.f. Siletz Valley Charter School Compliance Presentation

Siletz Valley Schools

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TWELVE AREAS OF CONCENTRATION for March 9, 2026

1. **ELL Plan**

Siletz Valley Charter School ELL (SVs) plan is complete and was submitted (2/27/26) to ODE Ms. Kim Miller for review. The temporary copy of the ELL Plan is posted on the Siletz Valley Charter School website. Evidence of task completion is the ELL Plan.
https://siletzvalleyschool.specialdistrict.org/ell

2. **Teacher Licensure**

In compliance. No action required. Evidence is an assurance from Siletz Valley Charter School Business Manager, Christina Bushnell or a copy of the spreadsheet.
A new procedure has been established by the Business Manager. All newly hired OR teacher licensed staff will be added to the spreadsheet.

3. **Bylaws and Policies**

In compliance. No action required. Evidence is located on SVS website. All policies and bylaws have been updated and posted. Sustainability is the procedure of adding any new bylaws and policies to the website one day after approval.
https://siletzvalleyschool.specialdistrict.org/bylaws-of-the-siletz-valley-schools
https://siletzvalleyschool.specialdistrict.org/policies

4. **Facility Plan**

The week of March16, the first RFP will be submitted to LCSD Maintenance Department Head Supervisor for review. The first RFP is to reside the west side of the high school

Future Facility Plan projects will be started as soon as the first one is approved and started. The second project may be a smaller item of repair. The plan is meant to be a continuous plan with multiple levels of focus.

5. **Outdoor School Portal, High Dosage Tutoring (HDT) Grant, Passthrough Funding**

In compliance. No action required.
Last of the HDT funds were used to buy additional tutoring curriculum and the Business Manager, Christina Bushnell will send LCSD business office documentation to close the HDT grant. Financial reports were submitted via email to Dr. Tolan and Ms. Cusick on March 5.

6. **Academic Performance Plan**

In compliance. Future action required: update and develop new CIP for 2026-2027.

Siletz Valley Schools

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A current (2024-2025) Continuous Improvement Plan is being used, but is inadequate. The Superintendent will update and build a new CIP. Estimated completion time is March 30, 2026.

7. **Attendance**

In compliance. Monitor the Regular Attenders rate.
Incentive programs are in place as of March 5.

Weekly attendance team meetings have been scheduled for Wednesdays at 8:30am. TAPP has been invited. Evidence is agenda, minutes, discussion notes, and action plans, see spread sheet.
The attendance clerk makes a daily list of absent students and calls their guardians/parents. Notes are taken on the form. All forms are filed in the attendance office. Attendance will be part of the CIP.

8. **Graduation Rate and 9th Grade on-track graduation**.

In Compliance. No action required.
Evidence are agendas, minutes, discussion notes and action plans from the committee meetings that have started in February and meet every week.

9. **Financial Reporting**

In Compliance. No action required.
Written assurance from SVS Business Manager, Christina Bushnell. Financial reports were submitted to Dr. Tolan and Ms. Cusick on March 5.

10. **School Board and Public Meetings**

In Compliance. No action required.
Evidence are posted agendas for community accessibility as well as SVS website and Facebook page. We are continuing to search for recordings, minutes and agendas for the first half of the 2025 school year.
https://siletzvalleyschool.specialdistrict.org/board-meetings

11. **Discipline**

In Compliance. No action required.
SVS discipline team has been formed and meets weekly. Evidence is agendas, minutes, discussion notes, and action plans.
Discipline will be part of our CIP.

12. **Special Education**

In Compliance. No action required.
Superintendent is enrolled in an LBL Threat Assessment workshop scheduled for April 28 and 29, 2026.
Principal attended LCSD a Discipline Considerations for SPED requirements.

Area of Concentration	Evidence of Completion			
ELL Plan	SVS ML/EL Plan	Email to ODE for ELL Plan		
Teacher Licensure	Teacher Licensure			
Bylaws and Policies	Bylaws of the Siletz Valley School			
Facility Plan	Siletz Facility Plan			
Outdoor School Portal, HDT Grant, Passthrough Funding	HDT Grant, Outdoor School			
Academic Performance Plan	Continuous Improvement Plan			
Attendance	SVS 25-26 Attendance Plan	Attendance Mtg/Agendas	Attendance Staff Memo	
Graduation Rate and 9th Grade on-track Graduation	Course Tracker/Student	9th Grade on Track Minutes	SVS 9th Grade Framework	
Financial Reporting	Item 9 HDT and outdoor school			
School Board and Public Meetings	School Board			
Discipline	Handbooks	Discipline Mtg Minutes		
Special Education	LBLESD Training Flyer	Discipline Training Invitation Response		

SILETZ VALLEY CHARTER SCHOOL

Compliance issues

#1 ENGLISH LANGUAGE LEARNERS PLAN

Mandatory

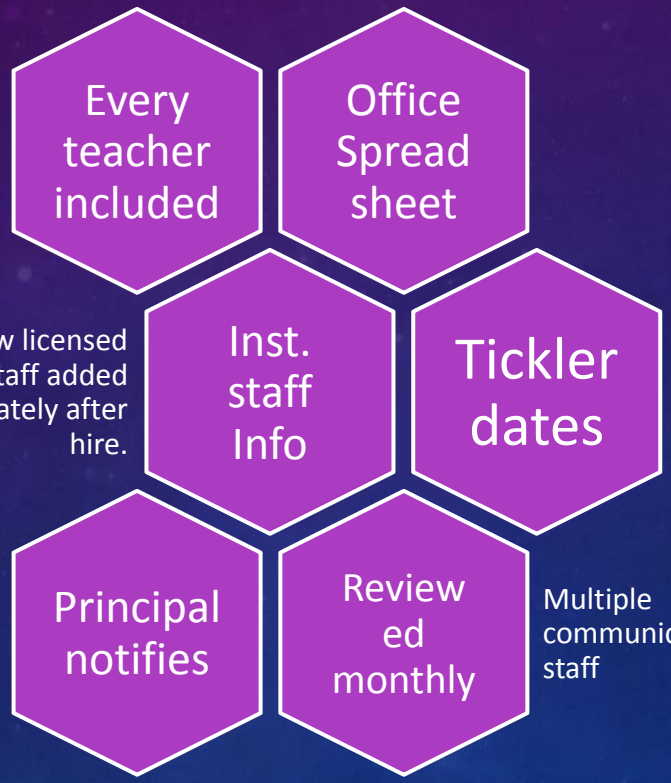
ELL Plan

ODOE under review

Temporary on Website

Ready for service

#2 TEACHER LICENSURE



Each new licensed staff added immediately after hire.

Multiple communications with staff

#3 BYLAWS AND POLICIES

Mandatory by ODE

- Posted on school website

Each policy will be included after school board approval

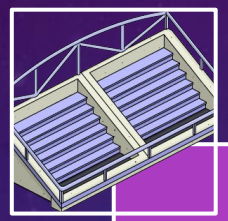
- Administrative assistant posts to school website

#4 FACILITY PLAN



Major projects

- Large construction renovation
- Completed by outside construction firms through the RFP process



Medium projects

- Example is the football bleachers
- Completed by our current staff or outside construction firms through the RFP process



Small projects

- Classroom and building updates and repairs
- Completed by current staff

#5 SPECIAL GRANT FUNDS



Outdoor School Fund



High Dosage Tutoring Grant



Grant compliance and Funding

#6 ACADEMIC PERFORMANCE PLAN - CONTINUANCE IMPROVEMENT PLAN

Updated every year

Focused on critical areas of need

Written by School Improvement Team

Includes year, month, week, and daily focus

Playbook for the school

#7 ATTENDANCE PLAN



#9TH GRADE ON-TRACK AND GRADUATION RATE PRINCIPAL

9th Grade on-track

- Committee is formed and documents are available

On-time Graduation

- All seniors have a plan to graduate. Student Success Advisor is meeting with students and parents

#9 FINANCIAL REPORTING



EVERY MONTH A FINANCIAL REPORT IS GENERATED



GRANT REPORTING AND COMPLIANCE WILL BE REVIEWED MONTHLY



A BUDGET FORCAST WILL BE AVAILABLE FOR REVIEW

#10 SCHOOL BOARD AND PUBLIC MEETINGS

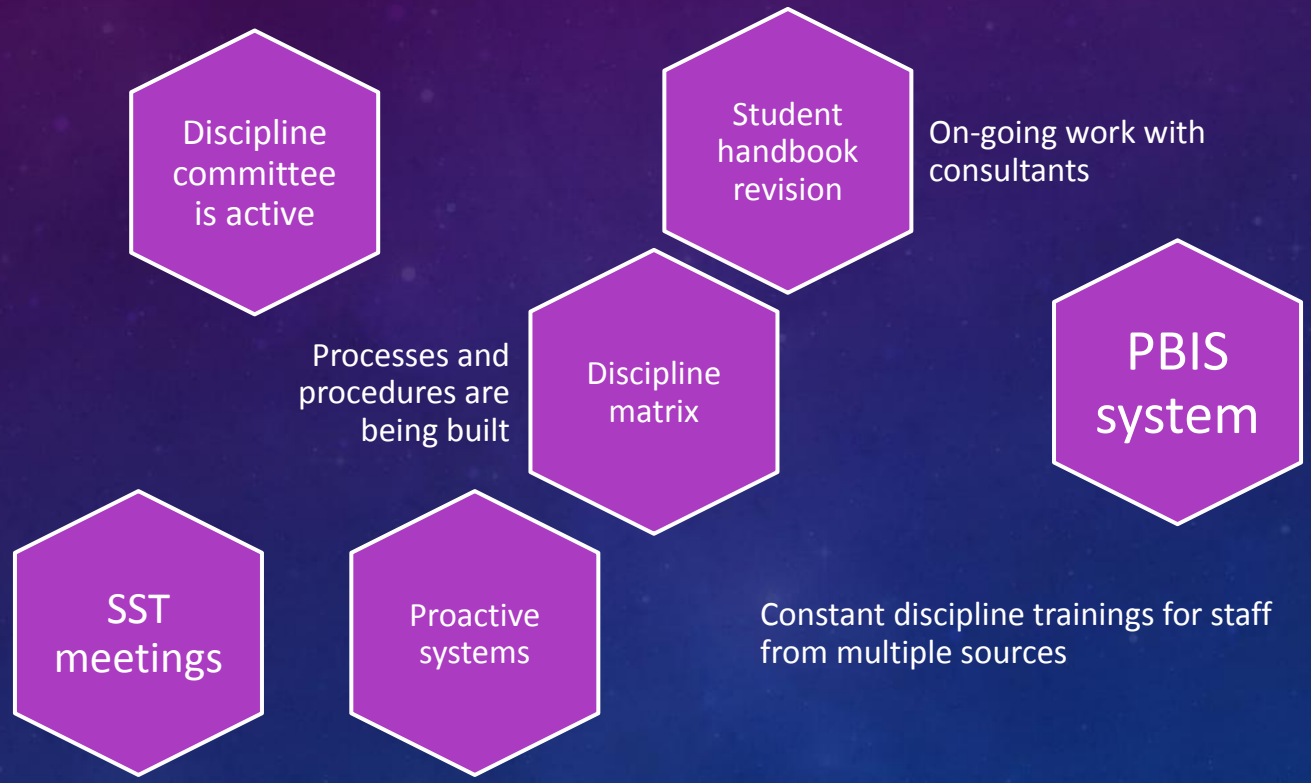
Agenda are advertised to the public

- Admin assistant will post agendas for the public

All document will be included on the school website

- Admin assistant will post recording on the website immediately after the school board meeting along with all meeting documents

#11 DISCIPLINE PRINCIPAL



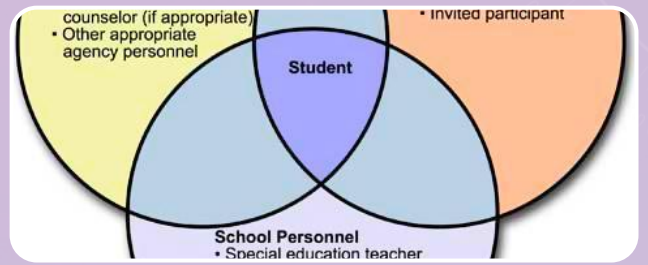
#12 SPECIAL EDUCATION PRINCIPAL



All LCSD processes will be followed



All IEP meetings will be attended



Manifestation meetings will follow procedures

#13 SVS COMPLIANCE

Ownership of compliance issues

- 12 point compliance issue plus additional concerns

Continuance of discovery

- Research into other areas of concern

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

ExclusionDistrict 9thLCSD 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.

Acadience/ iReady Reading	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
iReady Math	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	9%	5%	6%	4%	12%	14%	15%	16%	15%

9th Grade On Track Projection	69%	**Graduation Projection**	73%	**Dual Credit Early College**	N/A	**AP/IB**	N/A
3rd Grade Reading SBAC	29.7%	**8th Grade Math SBAC**	12.7%	**11th Grade ELA SBAC**	49.0%	**11th Grade Math SBAC**	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).

Kindergarten Attendance Projection	72.2%	**District Attendance Projection**	73.1%	**Exclusions**	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.

Family Night Attendance	44% (1865) 4229.8	**Conference Attendance**		**Survey Results**		

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.

Acadience/ iReady Reading	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
iReady Math	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	9%	5%	6%	4%	12%	14%	15%	16%	15%

9th Grade On Track Projection	75%	**Graduation Projection**	77%	**Dual Credit Early College**	N/A	**AP/IB**	N/A
3rd Grade Reading SBAC	29.7%	**8th Grade Math SBAC**	12.7%	**11th Grade ELA SBAC**	49.0%	**11th Grade Math SBAC**	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).

Kindergarten Attendance Projection	65.6%	**District Attendance Projection**	69.1%	**Exclusions**	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.

Family Night Attendance	1880/4229 (44%)	**Conference Attendance**	Total: 58% Ele: 86% Sec: 38% 72	**Survey Results**			

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.

Acadience/ iReady Reading	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
iReady Math	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	9%	5%	6%	4%	12%	14%	15%	16%	15%

9th Grade On Track Projection	72% (-3%)	**Graduation Projection**	76% (-1%)	**Dual Credit Early College**	N/A	**AP/IB**	N/A
3rd Grade Reading SBAC	29.7%	**8th Grade Math SBAC**	12.7%	**11th Grade ELA SBAC**	49.0%	**11th Grade Math SBAC**	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%

Kindergarten Attendance Projection	61.8% (-3.8%)	**District Attendance Projection**	67.6% (-2%)	**Exclusions**	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.

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

LCSD Continuous Improvement Plan Data Tracking
December 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.

Acadience/ iReady Reading	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
iReady Math	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	9%	5%	6%	4%	12%	14%	15%	16%	15%

9th Grade On Track Projection	72%	**Graduation Projection**	76%	**Dual Credit Early College**	N/A	**AP/IB**	N/A
3rd Grade Reading SBAC	29.7%	**8th Grade Math SBAC**	12.7%	**11th Grade ELA SBAC**	49.0%	**11th Grade Math SBAC**	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%

Kindergarten Attendance Projection	62.5% (+0.7%)	**District Attendance Projection**	64.8% (-2.8%)	**Exclusions**	5.1% (+0.9)	

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.

Family Night Attendance	2086/4203 49.8% (+1.8%) Music Concerts	**Conference Attendance**	Total: 58% Ele: 86% Sec: 38%	**Survey Results**	Overall: 3.31/4 Parent Involv.: 3.24/4	

LCSD Continuous Improvement Plan Data Tracking
January 2026

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.

Acadience/ iReady Reading	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	51%	42%	39%	48%	40%	41%	Acadience 64% iReady 28%	29%	36%
iReady Math	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	32%	13%	17%	18%	20%	21%	18%	22%	17%
9th Grade On Track Projection	84.7%		**Graduation Projection**	85.5%		**Dual Credit** (11th & 12th)	122 Students 176 Classes 16.6 % Part. ~~– Coll. Crd.~~	**AP** (11th & 12th)	74 Students 76 Classes 10.1% Part.
						Early College (11th & 12th)	54 Students 74 Classes 7.3% Part. 233 Coll. Crd.	**IB** (11th & 12th)	269 Students 567 Classes 36.5% Part.
3rd Grade Reading SBAC	29.7%		**8th Grade Math SBAC**	12.7%		**11th Grade ELA SBAC**	49.0%	**11th Grade Math SBAC**	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%

Kindergarten Attendance Projection	54.6%	**District Attendance Projection**	63.7% (-1.1%)	**Exclusions**	6%	

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.

Family Night Attendance	2095/4203 (49.8%)	**Conference Attendance**	Total: 58% Ele: 86% Sec: 38%	**Survey Results**	Overall: 3.31/4 Parent Involv.: 3.24/4	

LCSD Continuous Improvement Plan Data Tracking
February 2026

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.

Acadience/ iReady Reading	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	51%	42%	39%	48%	40%	41%	Acadience 64% iReady 28%	29%	36%
iReady Math	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	32%	13%	17%	18%	20%	21%	20%	21%	19%
9th Grade On Track Projection	90.2%		**Graduation Projection**	89.9%		**Dual Credit (11th & 12th)**	122 Students 176 Classes 16.6 % Part. ~~– Coll. Crd.~~	**AP (11th & 12th)**	74 Students 76 Classes 10.1% Part.
						Early College (11th & 12th)	54 Students 74 Classes 7.3% Part. 233 Coll. Crd.	**IB (11th & 12th)**	269 Students 567 Classes 36.5% Part.
3rd Grade Reading SBAC	29.7%		**8th Grade Math SBAC**	12.7%		**11th Grade ELA SBAC**	49.0%	**11th Grade Math SBAC**	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%

Kindergarten Attendance Projection	52.7%	**District Attendance Projection**	63.1%	**Exclusions**	6.8%	

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.

Family Night Attendance	2132/4203 (50.7%)	**Conference Attendance**	Total: 58% Ele: 86% Sec: 38%	**Survey Results**	Overall: 3.31/4 Parent Involv.: 3.24/4	

8.b. Siletz Valley Charter School Compliance Update

8.c. Policy Update - JOA, IKF, GBNAA/JHFF, JHCD

☐ Honors Diploma – Need
☐ IB – Need
☑ SPED Review – Carol
☑ Principal Review – Reyna

OSBA Model Sample Policy

Code: IKF
Adopted:

Graduation Requirements**

{If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in policy (see OAR 581-022-2000(1)). OAR 581-022-2115(13) requires districts to also have a policy on student-initiated test impropriety (model language to meet this requirement is also in policy IL – Assessment Program); OAR 581-022-2120 requires districts to have a policy about proficiency in Essential Skills in student languages of origin (currently waived through the 2027-28 school year); OAR 581-022-2020(3) requires districts to establish criteria for the certificate of attendance in policy.}

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and ~~an alternative certificate~~a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. ~~A foster child~~ In foster care[1];
2. Experiencing houselessness[2];
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;~~ or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program~~.~~; or
7. [3]Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program[4] in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

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[1] ~~As~~"Foster child" is defined in ORS 30.297.

[2] {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

[3] Applies to high school diplomas awarded on or after January 1, 2026.

[4] "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education

Diploma

A high school diploma will be awarded to students[5] in grades 9 through 12 who complete a minimum of {[6]}24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts[7] (shall include the equivalent of one unit in written composition);

3. Three credits in science;

4. Three credits in social sciences (~~including~~ shall include 0.5 unit of US civics[8] credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, ~~[civics,]~~ geography, ~~and~~ economics ~~(including personal finance)~~and [9]financial literacy);

5. [10]One-half credit of higher education and career path skills;

6. [11]One-half credit of personal financial education;

7. One credit in health education;

8. One credit in physical education; and

9. Three credits in career and technical education, the arts or world languages[12] (units shall be earned in any one or a combination).

★ ADD Honors Diploma from Current IKF

Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.~~962~~961 or a hospital identified in ORS 343.261.

[5] ~~Students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any previous school year.~~

[6] {If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.}

[7] "Language arts" includes reading, writing and other communications in any language, including English.

[8] Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

[9] This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

[10] Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

[11] Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

[12] "World languages" includes sign language, heritage languages and languages other than a student's primary language.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined ~~in OAR 581-022-2000~~above, a student must~~[[13]]~~:

1. [14]Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings; → Currently Suspended.
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student ~~H~~has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student ~~H~~has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits ~~which shall~~with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

~~[13] [The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).]~~

[14] The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

5. [15]One-half credit in personal financial education;

6. [16]One-half credit in higher education and career path skills;

7. One credit in health education;

8. One credit in physical education; and

9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. [17]Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;

2. Develop an education plan and build an education profile; and

3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in ~~learning expectations~~the achievement level, construct, or ~~content that is to be measured, grade level standard, or~~ measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified ~~Smarter Balanced~~statewide assessment.

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[15] This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

[16] This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

[17] The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide ~~that~~ if a student ~~should~~ will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.~~

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

? Is this law or Optional?

[{[18]}Essential Skills

The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will [establish an appeal process] [follow Board policy KL - Public Complaints] in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.]

✓ **Extended Diploma**

[18] {[OAR 581-022-2120(2) requires districts to have "policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin." OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.] Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote.}

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ 6 credits in a self-contained special education classroom, and will include:

    a. Two credits in mathematics;
    b. Two credits in language arts;
    c. Two credits in science;
    d. Three credits in history, geography, economics or civics;
    e. One credit in health;
    f. One credit in physical education; and
    g. One credit in the arts or a world language~~.~~; and

2. Have a documented history of:

    a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
    b. A medical condition that creates a barrier to achievement; or
    c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

~~**Alternative Certificates**~~

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.~~

~~Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.~~

Certificate of Attendance

A {[19]}certificate of attendance[20] will be awarded to students who:

1. [Have maintained regular full-time attendance[21] for at least four years beginning in grade nine;

2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and

3. Have a documented history[22].]

For students with a documented history[23], the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve ~~a~~ high school diplomas, ~~a~~ modified diplomas, ~~an~~ and extended diplomas~~, or an alternative certificate~~ at each high school in the district. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

The district may not deny a student ~~the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student~~ who has the documented history listed under the ~~above~~ modified diploma or extended diploma requirements outlined above the

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[19] {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education's *Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*}

[20] A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

[21] {There is no established definition of "regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.}

["Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences [are considered absences for this purpose] [will not be counted against a student.]]

["Regular full-time attendance" means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.]

[22] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

[23] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district ~~shall~~ must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~a certificate of attendance in the later of 4 years after starting ~~the ninth~~ grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may ~~satisfy~~ complete the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~a certificate of attendance in less than ~~four~~ 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or ~~an alternative certificate~~a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or ~~an alternative certificate~~a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student ~~and~~. ~~w~~When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that ~~are~~ is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, ~~an alternative certificate~~a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or ~~alternative certificate~~certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form[24] and submitting the form to the district.

The district will issue a high school diploma ~~pursuant to Oregon law (ORS 332.114)~~ to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007
ORS 329.045
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 336.585
ORS 336.590
ORS 339.115
ORS 339.505
ORS 343.295

OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-2025
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

[24] Oregon Department of Education page for: 30-day notice and opt-out form

OSBA Model Sample Policy

Code: GBNAA/JHFF
Adopted:

TDV 2/3/26

Suspected Sexual Conduct with Students and Reporting Requirements *

{Required policy. ORS 339.372 establishes the requirement for boards to adopt policy on suspected sexual conduct.}

Sexual conduct by district employees, contractors[1], agents[2], and volunteers[3] is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, and students[4] are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

[5]"Sexual conduct," means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student's educational performance, or of creating an intimidating or hostile educational environment. "Sexual conduct" does not include touching or other physical contact that is necessitated by the nature of the school employee's job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

"Student" means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~one calendar year prior to the sexual conduct.

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[1] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[2] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[3] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

[4] Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

[5] This definition of "sexual conduct" affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee ~~[{6}~~, contractor, agent or volunteer~~]~~ who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ~~[{7}~~designated licensed administrator~~] or the [alternate designated licensed administrator],~~ in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the [insert {8}designated licensed administrator position title] who shall report the suspected sexual conduct to the Board chair.

Superintendent's designee

~~[~~If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.~~]~~

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

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[6] {The following language in brackets, i.e., [, contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulationand their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.}

[7] {ORS 339.372 requires the district to have a policy that designates the licensed administrators and requires the district topost the names and contact information of the designees in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

[8] {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is ~~[[strongly] [discouraged]~~ [prohibited]].

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.370 - 339.400 ORS 419B.005 - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
~~House Bill 2136 (2021).~~
~~Senate Bill 51 (2021).~~
House Bill 4160 (2024).

R~~10/05/21~~12/24|LF

looks Good. I will need to update the online registration once adopted.

OSBA Model Sample Policy

Code: JOA
Adopted:

Directory Information**

"Directory information" means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information[~~1~~] may be released ~~to the public~~ through appropriate procedures and includes:

1. Student's name;

~~2. Student's address;~~

~~3. Student's telephone listing;~~

~~4. Student's electronic address;~~

~~5.~~2. Student's photograph;

~~6. Date and place of birth;~~

~~7.~~3. Major field of study;

~~8.~~4. Participation in officially recognized ~~sports and~~ activities and sports;

~~9.~~5. Weight and height of ~~athletic team~~ members of athletic teams;

~~10.~~6. Dates of attendance; and

~~11. Grade level;~~

~~12.~~7. ~~Diploma, honors or~~Degrees and awards received~~;~~.

~~13. Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

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[1] ~~[For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2,3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word 'diploma' in #12 if kept.]~~

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names[, identifier, institutional email address in a class in which the student is enrolled] or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 180.805
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0220 - 021-0430
OAR 581-022-2060

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2025).
Every Student Succeeds Act, 20 U.S.C. § 7908 (~~2012~~2024).

Carol

New

OSBA Model Sample Policy

Code: JHCD
Adopted:

Medications**/*

{Required policy. The requirement for policy comes from ORS 339.866 (2).}

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. ~~Medications, including~~ Injectable medications may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

doesn't address health plans → in AR - pg 6-11 in AR

[{[1]}A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student's parents or guardian.]

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 339.866 - 339.871
ORS 433.800 - 433.830
ORS 689.800

OAR 166-400-0010(17)
OAR 166-400-0060(29)
OAR 333-055-0000 - 0035
OAR 581-021-0037

OAR 581-022-2220
OAR 851-047-0000 - 0030

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel.*
House Bill 1552 (2024).

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[1] {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}

9. Adoption of the Consent Calendar
    9.a. Minutes of the Board
    9.b. Human Resources
        9.b.1. Contract non-renewals/Non-Renewals BG-2

LICENSED CONTRACT RENEWALS/EXTENSIONS – FOR 2026-2027

TEMPORARY CONTRACTS: NON-RENEWALS

BARNHILL, LEANNE
CHADDERTON, CAITLEN
FISCHER, STACY
FOX, BECKY
VREDENBURG, SARA

Probationary Two: One Year Renewal

BECK, LEILANI
BORDEN, DYLAN
BRENNER, LISA
DUNCAN, JULIA
ENGLISH, AMBRE
GALEN, ADDISON
GARDINER, TANJA
GRIMES, JAYNE
HART, SAMANTHA
HESS, GRACIELA
HUPPERT, POLLYANNA
JENNINGS, PENNY
MARQUEZ LOPEZ MARIA
MILLIGAN, SAMANTHA
MITCHELL, HANNAH
PEDERSEN, ARLEN
POWELL, ALISHA
STEWART, RACHEL
STUART WHITEROCK, TIFFANY
TEMPLE, AMY
VAN STRATEN, LEILAH
WEST, LINDA

Probationary Three: One Year Renewal

ALLISON, REBECCA
AROS, JESSICA
BASHAM KATHERINE
BORTON, TRACY
BRECHEISEN, AMIE
BRODY, PAUL
BURGHARDT, GAINE
BURNS, DENISE
CARMODY, KATIE
CHAMBERS, CORRIE
CUMMINS, REBECCA
ERICKSEN, TERA
FRANCIS, ELIZABETH
GALARNEAU, DANIEL
HALL, MARSTED
JIMMERSON, PATRICK
LILLY, TRACY
MATTSON, CLAIRE
MENDOZA, JOSHUA
MERRILL, JEANINE
MUNOZ APRIL
PEARCE, JACOB
PHILLIPS, DEBORAH
RAMSEY, ELIDA
SILVONEN, HOLLY
STEVENS, HAYDEN
TUCKER, JACOB
WALDENBERG, BRANDON

Probationary To Contract: Two-Year Contract 2026-2028

ADAMS, TRENT
BATES, VALERIE
BAXTER, KACEY
BECKER, JODY
BOSTIC, JENNIFER
BURUM, SARA
CURTIS, STEPHEN
DEROCHER, TRAVIS
DREHER, JESSE
FINGERSON, NATHAN
GALAN, JOYANNA
HENRIKSEN, WENDY
HERMON, QUINN
HEUSCHKEL, PAULA
JENSEN, VERONICA
JOUGLARD, SANDRA
KESSINGER, MACKENZIE
KIMBERLING, TERI
LEBEN, STEPHANIE
MALAIN, DONNA
MANESS, KIMBERLY
MCCUE, EVELYN
MERRICK, SHELBY
MOBLEY, MELANIE
MORRISON, CHRISTINA
PEARCE, JUTTA
REGAN, FRANCIS
RICHCREEK, MAKIAH
ROBINSON, LARISSA
SIZEMORE, KATHERINE
THOMPSON, TRACEY
TURNER, CHANDLER
VANDEHEY, CRYSTAL
WATKINS, TYLER
WILLIAMS, MICHAEL
WOOD, KELLIE

LICENSED STAFF CONTRACT EXTENSIONS 2026-2028

ADAMS, TAYLOR
AMES, STACEY
ANDERSON, JULENE
ANDERSON, WILLIAM
ARDEN, CRISTAL
BAILEY, JESSICA
BARACOSA, ELENA
BARTHOLOMEW, RALEIGH
BASS, ISAAC
BEDINGFIELD, AN
DY
BENNETT, KRISTIE
BENNETT, LEEANN
BERNARDI, NICOLE
BERRY, LYNETTE
BLAIR, LAURA
BOBO SHISLER JULIE
BOWEN, JORI
BRADLEY, MICHEAL
BRAMBLE, WENDY
BRAXLING, GRETCHEN
BRENNER, JILLIAN
BRITTON, WENDY
BROWN, RACHELL
BROWN, VIOLET
BROWNE, ALEXANDRA
BRYANT, AMY
BUCK, TIFFANY
BUSH, NATHAN
BUSH, RACHEL
CALAVAN, AMY
CARLSEN, JACOB
CARPENTER, LEAH
CHASE, TIMOTHY
CLANTONT DANIELLE
CLARK, MARISSA
CLAYTON, SALLY
CLEMENS, JASON
COLLSON, PETER
CORNISH, BROGAN
COTTRELL, MICHELLE
CULBERTSON, NICOLAS
CUMMINS, HOLLY
CUSTARD, TAMI
CUTLER, DAVID
DALE, BIANCA
DAY, NIKKOLE
DICKEY, JANETTE
DIEKER, ANGELA
DIEKER, SCOTT
DOUGLAS, ANDRIA
ELLER, CHAD
ELLER, LEAH
EOFF, CRISTY
ERWIN, DARRYL
ERWIN, KATHERINE
EWING, BENJAMIN
FIKE, SHERMAN
FINGERSON, MIRACLE
FLANDERS, CYRUS
FORSHEE, FAITH
FORTMEYER, JENNIFER
GALEN, ADAM
GRAY, GENEVIEVE
GREEL, HEATHER
GUTHRIE, JEROLD
GWYNN, DEBORAH
HADDON, KIMBERLY
HANNA, BRIAN
HANNA, JODY
HARBOUR, CHERIE
HARDIN, GENEVIEVE
HARGETT, CORRINA
HART, KELSEY
HEALD RIVAS, HEATHER
HERRMANN, PETER
HICKMAN, LAURA
HILL, ASHLEY
HINDS, CRYSTAL
HOFFMAN, CIARA
HOROBIN, SARAH
ILETT, JORDAN
INGALLS, DONNE
INGALLS, KELSEY

KAUFMANN, MOLLY
KAY, ANGELINA
KECK, JILL
KEESEE, TAYA
KETCHEN, CARISA
KIRCHEM, JAYME
KIRSCH, ROBIN
KROUSE, DENISE
KRUTZIKOWSKY, VICKI
LAMBIE, FELICIA
LAMBIE, NOAH
LAMPSON, MITCHELL
LAPHAM, IREEN
LARSON, GUY
LEHRER, JANE
LEITTERMAN, AIMEE
LIMBERT, PATRICK
LONG, EVA
LOSIER, JOSEPH
LUND, ARIEL
LUPO, MEGAN
MADDEN, TAMARA
MARKER, KRISTINA
MARSHALL, ISAAC
MARTIN, BILLYANN
MARTIN, CHRISTOPHER
MARTIN, SAVANNAH
MARTINSON, JAMIE
MCENENY, CASEY
METZ, SCOTT
MIGLIACCIO, CHLOE
MIGNANO, ROSE
MILLARD, MEGAN
MILLER, ERIN
MINCH, JONATHAN
MOATS, JACLYN
MORGAN, MELISSA
MOSER, MICHAEL
MOSER, REBECCA
MURPHY, SAMANTHA
MYRICK, JANE
NAPOLEON, JENNIFER
NEWBY, RACHEL
OHARA, KRISTEN
OLEARY SUSAN
OLSEN, MATTHEW
OLSON, TAYLOR
OWEN, KRISTA
PACHECO, BRIAN
PARDO, MICHELE
PARSONS, BETH
PARSONS, DENIS
PAZIENZA, CONNIE
PERUCCI, TAFFY
PETTY, TRACY
PICO, KRISTINA
PINTO, KELEAH
PROCTOR, KATHERINE
PURSEL, SARA
QUINN, KATE
RAGSDALE, SERRA
RASMUSON, NICOLE
REED, JENNIFER
REED, PHILIP
RICHARDSON, OLIVER
RICHEY, KARALINE
RICHMAN, NATHANIEL
RICKBORN, ALISSA
ROBINSON, DEREK
ROCCO, EMILY
RODOCKER, THERESA
ROLLER, VICTORIA
ROSENTHAL, CODY
ROY, MICHELLE
ROZEWSKI, KAREN
RUSSELL, ZAHN
RYAN, JULIA
RYAN, PATRICK
SALERNO, ELIZABETH
SANDERS, RUTH
SAXTON, SHERYL
SCARBERRY, ADAM
SCHARP, DOMINIC
SHAEFFER, STACY
SHEPPICK, TIFFANY
SKIRVIN, JEFFREY
SNELLING, KARISSA
SPANGLER ELLINGSEN ALISON
SPINK, DANA
STEWART, TREVOR
STOLL, NOELLE
SWERTFEGER, CONNOR
SWINNERTON, SUZANNE
TANGEN, TREVOR
TAYLANA, ISABELLA
TAYLANA, JOSHUA
TAYLOR, ANDREA
TEISL, KARIN
THISSELL, KRISTINA
THOMAS, CINDY
THOMPSON, NORMA
TICE, KIRK
TINGLER, ZOEY
TOLAN, JACOB
TORRES, JENNIFER
TORRES, SARAH
TURNBULL, ALESSANDRA
VANCE, MOLLIE
VENTURE, JANICE
VESNAUGH PICKETT, KAROLE
VREDENBURG, JOSHUA
WALLACE, ANDREW
WALLACE, MARY
WELLSTEED, SHANNON
WIESE, MELISSA
WIESE, RANDOLPH
WILSON, ERICA
WILSON, TANNER
WOODARD, ERIN
WOODLEY, JENNIFER
ZAFFORONI, GRETA
ZERNGAST, RYLEY
ZIMMERMAN, ANNA

ADMINISTRATOR EXTENSIONS AND RENEWALS - FOR 2026-2027

Probationary Two: One-Year Renewal/2026-2027

LESLIE DOYLE

Probationary Three: One-Year Renewal/2026-2027

JILLIAN VANDERBECK

Probationary to Contract: Three-Year Contract/2026-2029

BEYER, KATHY
BUCKMASTER, KIRSTEN
COPPEDGE, DARRYL
CRAWFORD ROBERTS, MARY
ELLINGSEN, PETER

Administrator Year Two: Three-Year Contract/2025-2028

AGUILAR, NATALIA
COOPER, STEVEN
GALEN, CHARLOTTE
GREEN, NATHAN
SKALICKY, SUMMER

Administrator: One-Year Extension/2026-2028

BATTLES, SANDI
BOSTWICK TERRY, REBECCA
DEVRIES, LINDSAY
DOYLE, MARCY
DYE, VINCENT
FRESCHI, ASHLEY
KUMAR, DENZIL
LILLEBO, ZACHARY
LIMBERT, JANNA
LUPO, NICHOLAS
MATTSON, REYNA
MINCH, CHLOE
MOORE, SHELLEY
MUMMEY, SANDRA
NELSON, STARLA
PEREZ, MARTY
SKIRVIN, AMY

9.b.2. Board Personnel Action

Board Agenda — March 10, 2026 — Personnel Action

Temporary Licensed Hire (s):

Deklyn Wood	Math Teacher/Taft 7-12
Sara Vredenburg	Kindergarten/Oceanlake

Classified Hire (s):

Alina Nita	Instructional Assistant/Taft Elementary
Krysta Delugach	Special Education Teaching Asst II/Oceanlake
Jesse Hope	Special Education Teaching Asst II/Crestview Heights
Emily Braunstein	21st Century TA/Sam Case
Cora Cavender	Instructional Assistant/Crestview Heights
Katie Coy	Health and Records Assistant/Sam Case
Tom Nelson	Instructional Assistant/Oceanlake

Coach Hire (s):

Dave Williams	Head Track/Waldport High

Resignation(s):

Jason Davis	Information & Records/Educational Tutor Waldport High	Resignation 8/11/2025 – 2/6/2026
Leilah Van Straten	Grade 6 Teacher Toledo Elementary	Resignation 8/27/2026 – 3/20/2026
Julia Duncan	2025-2026 Leave of Absence Licensed Teacher	Resignation 8/23/2024 – 6/30/2025

10. Action Items

10.a. Human Resources

10.a.1. Annual Reduction In Force (RIF)

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

Resolution 2025-26-03

Reduction In Force

WHEREAS, the Lincoln County School District has identified it may have an approximate $5 million deficit for the 2026-2027 school year based upon inadequate funding to support staffing

WHEREAS the Lincoln County School District must comply with ORS 324.934 as well as collective bargaining agreements in making decisions related to reductions in force and to provide as much notice as possible;

IT IS HEREBY RESOLVED, that the Lincoln County School District Board of Directors declares that it must lay off multiple staff positions, including approximately 3 administrative positions, 6 teaching positions and 10 classified positions effective June 30, 2026.

Adopted this 10th day of March, 2026.

_____

Board Chair

10.b. Facilities & Maintenance/Transportation/Food Services

10.b.1. PIER Grant Toledo High School Generator BG-3

LINCOLN COUNTY SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
3/10/2026

TOPIC: Toledo JR/SR High School 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 is looking to purchase a generator for Toledo JR/SR High School.

Toledo JR/SR High School we are looking at a 500kW outdoor package standby generator set. Sourcewell Contract Peterson CAT #092222-CAT. Estimate price $254,785.00

5 years of CVA (Service Agreements)
2-year Caterpillar Warranty
5 years of Extended Service Coverage

We received a PIER Grant for the generators We are asking the PIER Grant for funds in advance before ordering generators. Timeline 30-32 weeks

SUPERINTENDENT'S RECOMMENDATION:

ADDITIONAL MATERIAL Attached: Yes ☐ No ☐ Available: Yes ☐ No ☐

10.c. Board

10.c.1. 2025-2026 School Calendar

LINCOLN COUNTY SCHOOL DISTRICT

2026-27 DISTRICT-WIDE SCHOOL CALENDAR

AUGUST

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

		Licensed	Instructional Days	Student Contact
AUGUST		**1**	**0**	**0**
3	Administrators Report			
10-14	Student Registration Days (Check School for Dates and Details)			
25-26	Brand New to Teaching Inservice			
27-28	All New to LCSD Teacher Inservice			
31	All Teachers Report: LCSD Professional Development			

SEPTEMBER

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

SEPTEMBER		**22**	**17**	**17**
1-4	All Teachers: LCSD Professional Development			
7	Labor Day Holiday (No School)			
8	First Day of School and Various Orientations (Check Schools for Details)			
8-11	Kindergarten Orientation (Check Schools for Details)			
14	Kindergarten First Day			

OCTOBER

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	***9***
12	13	14	*15	**16
19	20	21	22	23
*26	27	28	29	30

OCTOBER		**21**	**21**	**18**
9	Statewide Inservice-Non Contract Day (No School)			
12	*Honoring Indigenous Peoples' Day*			
14	Evening Conferences			
*15	Conferences Day and Evening (No School)			
**16	(No School)			
*26	LCSD Professional Development (No School)			

NOVEMBER

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	***11***	12	13
16	17	18	19	20
23	24	***25***	***26***	***27***
30				

NOVEMBER		**19**	**17**	**17**
11	Veteran's Day Holiday Observed (No School)			
25-27	Thanksgiving Break (No School)			

DECEMBER

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	***22***	***23***	***24***	***25***
28	***29***	***30***	***31***	

DECEMBER		**14**	**14**	**14**
21-31	Winter Break (No School)			

JANUARY

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	*29*

JANUARY		**19**	**18**	**18**
1	Winter Break (No School)			
4	All Students Back to School			
18	Martin Luther King Day (No School)			
22	End of 1st Semester			
29	Records Day (No School)			

FEBRUARY

MON	TUE	WED	THU	FRI
1	2	3	4	5
*8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

FEBRUARY		**20**	**19**	**18**
*8	LCSD Professional Development (No School)			
15	President's Day Holiday (No School)			

MARCH

MON	TUE	WED	THU	FRI
1	2	3	4	5
*8	9	10	11	12
15	16	17	18	19
22	***23***	***24***	***25***	***26***
29	30	31		

MARCH		**18**	**18**	**17**
*8	LCSD Professional Development (No School)			
22-26	Spring Break (No School)			

APRIL

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	*15	**16
19	20	21	22	23
*26	27	28	29	30

APRIL		**22**	**22**	**19**
14	Evening Conferences			
*15	Conferences Day and Evening (No School)			
**16	(No School**)			
*26	LCSD Professional Development (No School)			

MAY

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

MAY		**21**	**20**	**20**
31	Memorial Day Holiday (No School)			

JUNE

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

JUNE		**13**	**12**	**12**
10	Seniors' Last Day			
11-12	High School Graduations			
16	All Students' Last Day - End of 2nd Semester			
17	Teachers' Last Day/Records Day (No School)			
	Total Days this Calendar 2026-2027	**190**	**178**	**170**
	Total Days 2025-26	190	178	170

*	= Professional Development (No School)
	= Records Day (No School)
	= Wednesday Early Release (See Specific Schools for Times)
	= No School (Shaded days)
*	= Conference Day (No School)
**	= Evening Conference Trade Day (No School)
*	= Days included in Instructional time calculation, pursuant to Oregon Administrative Rule.

10.c.2. Budget Committee Appointment - Zone 3 & 5
10.c.3. Accept/Reject Superintendent Evaluation
11. Items of Information & Discussion
11.a. Teaching & Learning
11.a.1. Social Studies Curriculum Adoption

Quote #: 00039847
Date: 2026-03-02
Expires On: 4/18/2026
Prepared By: Michael Washington
Email: mwashington@teachtci.com
Phone:

Quote for:
Lincoln Co School District
Norma Thompson
norma.thompson@lincoln.k12.or.us

Middle School

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
MS-SS-TL-06	Middle School (6-8) Social Studies: Teacher License (6 Yrs)	Digital	$825.00	$0.00	16	$0.00
295-9	SSA! The Western Hemisphere: Teacher's Guide	Print English	$149.00	$0.00	9	$0.00
297-3	SSA! The Western Hemisphere: Activity Cards	Print English	$149.00	$0.00	9	$0.00
TB-2997-7	SSA! The Western Hemisphere: Student Bundle (7 Yrs)	Bundle English	$131.00	$131.00	315	$41,265.00
149-5	HA! The World through 1750: Teacher's Guide	Print English	$149.00	$0.00	4	$0.00
144-0	HA! The World through 1750: Placards	Print English	$149.00	$0.00	4	$0.00
155-6	HA! The World through 1750: Notebook	Print English	$8.00	$0.00	4	$0.00
TB-1501-7	HA! The World through 1750: Student Bundle (7 Yrs)	Bundle English	$132.00	$132.00	160	$21,120.00
154-9	HA! US Through Industrialism: Teacher's Guide	Print English	$149.00	$0.00	3	$0.00
145-7	HA! US Through Industrialism: Placards	Print English	$149.00	$0.00	3	$0.00
156-3	HA! US Through Industrialism: Notebook	Print English	$8.00	$0.00	3	$0.00
TB-1518-7	HA! US Through Industrialism: Student Bundle (7 Yrs)	Bundle English	$132.00	$132.00	120	$15,840.00
MS-SS-SL-07	Middle School (6-8) Social Studies: Student License (7 Yrs)	Digital	$115.00	$115.00	378	$43,470.00

Middle School TOTAL: $121,695.00

High School

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
HS-SS-TL-06	High School (9-12) Social Studies: Teacher License (6 Yrs)	Digital	$825.00	$0.00	18	$0.00
240-9	GA! Regions and People: Teacher's Guide	Print English	$149.00	$0.00	4	$0.00
239-3	GA! Regions and People: Placards	Print English	$149.00	$0.00	4	$0.00
238-6	GA! Regions and People: Notebook	Print English	$8.00	$0.00	4	$0.00
217-1	HA! World Connections: Teacher's Guide	Print English	$149.00	$0.00	4	$0.00
205-8	HA! World Connections: Reproducible Pages	Print English	$149.00	$0.00	4	$0.00

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
90-8	HA! World Connections: Placards	Print English	$149.00	$0.00	4	$0.00
TB-0915-7	HA! World Connections: High School Student Bundle (7 Yrs)	Bundle English	$152.00	$152.00	120	$18,240.00
214-0	HA! Pursuing American Ideals: Teacher's Guide	Print English	$149.00	$0.00	6	$0.00
65-6	HA! Pursuing American Ideals: Placards	Print English	$149.00	$0.00	6	$0.00
202-7	HA! Pursuing American Ideals: Reproducible Pages	Print English	$149.00	$0.00	8	$0.00
TB-0663-7	HA! Pursuing American Ideals: Student Bundle (7 Yrs)	Bundle English	$152.00	$152.00	240	$36,480.00
215-7	Gov Alive! Power, Politics, and You: Teacher's Guide	Print English	$149.00	$0.00	5	$0.00
13-7	Gov Alive! Power, Politics, and You: Placards	Print English	$149.00	$0.00	5	$0.00
204-1	Gov Alive! Power, Politics, and You: Reproducible Pages	Print English	$149.00	$0.00	5	$0.00
TB-0144-7	Gov Alive! Power, Politics, and You: Student Bundle (7 Yrs)	Bundle English	$152.00	$152.00	200	$30,400.00
46-5	Econ Alive! The Power to Choose: Placards	Print English	$149.00	$0.00	5	$0.00
203-4	Econ Alive! The Power to Choose: Reproducible Pages	Print English	$149.00	$0.00	5	$0.00
216-4	Econ Alive! The Power to Choose: Teacher's Guide	Print English	$149.00	$0.00	5	$0.00
TB-0472-7	Econ Alive! The Power to Choose: Student Bundle (7 Yrs)	Bundle English	$152.00	$152.00	200	$30,400.00
HS-SS-SL-07	High School (9-12) Social Studies: Student License (7 Yrs)	Digital	$115.00	$115.00	497	$57,155.00

High School TOTAL: $172,675.00

Grand Total	**$294,370.00**

Gratis

Gratis offer and/or customer pricing are valid for this quote only and contingent upon purchase order total matching or exceeding the quote total. Gratis items must be included on your purchase order.

Gratis Total $43,336.00

Terms and Conditions

Business Terms

TCI's Business Terms apply to all orders. View details at https://www.teachtci.com/tci-business-terms. If your order includes print subscriptions, the Northwest Textbook Depository will manage fulfillment for all years, and their terms apply. All questions about order fulfillment, including requests for returns and exchanges, should be directed to the depository.

How to Order

Submit Purchase Orders to:
Northwest Textbook Depository
PO Box 1629
Lake Oswego, OR 97035
Email: orders@nwd.com
Phone: 503-906-1100 or 800-676-6630
Fax: 503-639-2559

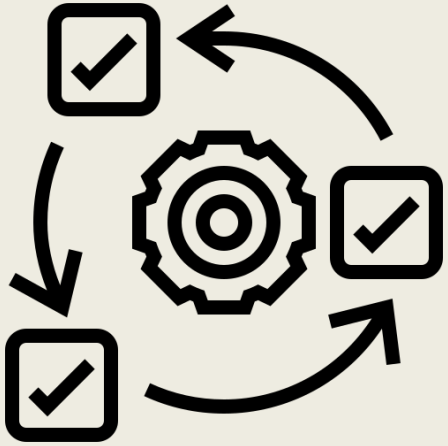
Social Studies Curriculum Adoption



Lincoln County School District

Grades 6–12

The Process



1. Oregon teacher review team approved materials meeting state requirements.

1. District Review Team
   - Representatives from all secondary buildings and subjects.
   - Indian Education TOSA, Special Education, League of Women Voters included.
2. Weeks long review guided by district priorities and Oregon standards.
3. Top two selected independently by MS and HS

- TCI was the common choice.

Pilot Feedback

MS and HS each piloted TCI and one additional program (4–12 weeks).

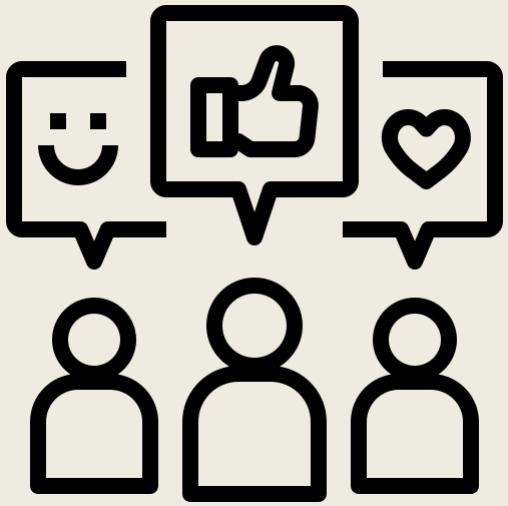
Weekly teacher surveys and student input collected.

Middle School Feedback

- Strongly positive toward TCI
- Alternate option not ready for district needs.

High School Feedback

- Teachers satisfied with both or strongly preferred TCI.
- One preference for alternate tied to add-on not financially viable.

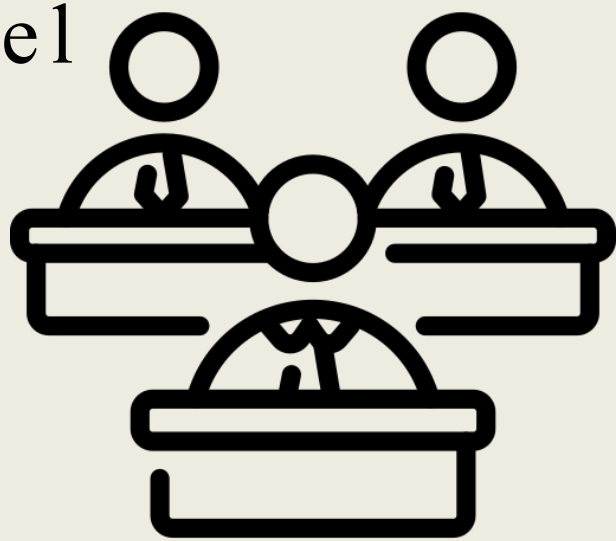


Students say…

“I feel like it gives you more ‘in depth’ on what happened.”

"The pictures and maps helped me understand what was happening better than just reading the text."

"The activities made history feel more like something we were figuring out instead of just reading about."



Teachers say…



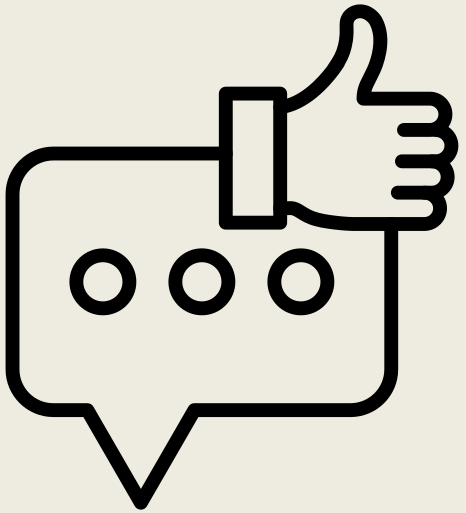
"I like these materials so much. They will have to pry them out of my cold hands."

"These Economics materials are exactly what I hoped they would be. The Scope and Sequence lines up exactly."

"I love being able to put physical textbooks into the hands of students."

Recommendation

- Adopt TCI for Grades 6–12.
  - Full replacement of existing Social Studies curriculum.
  - Provides vertical alignment across middle and high school.
  - Ensures consistent instructional approach and standards alignment.
  - Available in multiple languages to ensure access for all students.



Investment Overview

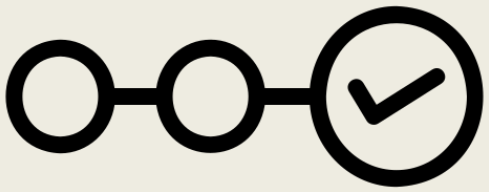


Original Bid: $ 358,776.60

Negotiated Cost: $ 294,370.00

Includes:

- Classroom sets of print materials
- Full digital access in multiple languages
- Seven-year license
- Teacher training



Next Steps

Materials available in school buildings for public viewing.

- Make materials available in schools for public viewing.
- Online feedback form available for public input.
- Schedule professional development prior to implementation.
- Implementation planned for the 2026–2027 school year.

11.b. Facilities & Maintenance/Transportation/Food Services/Technology

11.b.1. Chromebook Purchase

11.c. Board

11.c.1. Public Comment (This time is reserved for general public comment to the Board)

11.d. Other

11.d.1. Meeting Takeaways

11.d.2. Reminders/Announcements

11.e. 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.