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, September 8, 2026**
Time	**6:30 PM**
Place	**Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District 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, September 8, 2026 - 6:30 PM
Teaching & Learning Center, 1212 NE Fogarty Street, Newport, OR 97365

Agenda

1. Call to Order & Reading of Land Acknowledgment. BG-2 & 4

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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. Communications. BG-4
    4.a. Written
    4.b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
    4.c. Recognition
    4.d. LCEA Report
5. Consultant Reports/Staff Reports/Student Reports
    5.a. Financial Report. BG-3
        5.a.1. Monthly Financial Report

General Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2026-27
Year To Date Transactions as of August 31, 2026 - UNAUDITED

	Period 1 Actual July '26	Period 2 Actual Aug '26	Period 3 Projected Sept '26	Period 4 Projected Oct '26	Period 5 Projected Nov '26	Period 6 Projected Dec '26	Period 7 Projected Jan '27	Period 8 Projected Feb '27	Period 9 Projected March '27	Period 10 Projected April '27	Period 11 Projected May '27	Period 12 Projected June '27	Period 13 Projected July '27	Projected 2026-27 Totals		Adopted 2026-27 BUDGET	Year-To-Date 2026-27 Actuals	YTD Diff Budget vs. Projected	% of Budget
REVENUES																			
LOCAL SOURCES:																			
Current year's levy					37,042,774	6,479,800	694,938	252,314	1,201,557	171,815	174,917	1,205,570	509,056	47,732,741	*	47,732,741	-	-	0%
Prior years' taxes	1,018	244,528	95,310	105,332	53,296	93,425	37,224	34,302	114,691	(39,725)	32,229	113,099	26,856	911,585	*	805,000	245,546	106,585	31%
Interest on Investments	179,480	175,289	37,641	30,002	46,080	105,286	85,498	76,116	72,140	37,755	62,478	103,841	25,458	1,037,063		762,800	354,768	274,263	47%
Fees Charged to Grants			12,300	19,725	19,994	17,958	32,369	24,274	29,505	34,503	27,602	139,701	78,587	436,518		436,518	-	-	0%
Rentals												10,000		10,000		10,000	-	-	0%
Contributions														0			-	-	#DIV/0!
Other Local Income	(2,466)	4,216	42,374	61,548	83,084	132,573	129,323	55,157	128,874	111,284	100,340	162,971	495,025	1,504,303		1,547,074	1,750	(42,771)	0%
INTERMEDIATE SOURCES:																	-		
ESD - Severe Disab Support						230,542								230,542		230,542	-	-	0%
County School Fund	29					100,000		100,000			100,000			300,029	*	300,000	29	29	0%
Other, Hvy Eq Rent Tax, etc		69												69			69	69	#DIV/0!
STATE SOURCES:																	-		
SSF- Current Year	3,815,495	1,906,604	1,931,949	1,931,507	1,945,328	1,956,370	1,949,922	1,972,660	1,942,867	1,835,246	1,810,145			22,998,093		23,074,161	5,722,099	(76,068)	25%
SSF- Prior Year														0			-	-	#DIV/0!
Common School Fund								356,890				296,777		653,667	*	653,667	-	-	0%
State Timber					144,819			188,442			166,739			500,000	*	500,000	-	-	0%
Unrstd Grants, HCD, Wildfire											200,000			200,000		200,000	-	-	0%
FEDERAL SOURCES:																	-		
Federal Forest Fees	74					150,000						150,000		300,074		300,000	74	74	0%
Foster Care Transp Reimb						25,000						25,000		50,000		50,000	-	-	0%
OTHER RESOURCES:																	-		
Interfund Transfer													5	5		5	-	-	0%
Sale of Assets/Ins Proceeds														0			-	-	#DIV/0!
Beginning Fund Balance (Est)	15,003,646													15,003,646		13,236,456	15,003,646	1,767,190	113%
Total Monthly Revenues	**13,236,456**	**2,330,706**	**2,119,574**	**2,148,114**	**39,335,375**	**9,290,954**	**2,929,274**	**3,060,155**	**3,489,634**	**2,150,878**	**2,674,450**	**2,206,959**	**1,134,987**	**91,868,334**		**89,838,964**	**21,327,980**	**2,029,370**	**24%**
CUMULATIVE RESOURCES	**13,236,456**	**15,567,162**	**17,686,736**	**19,834,850**	**59,170,225**	**68,461,179**	**71,390,453**	**74,450,608**	**77,940,242**	**80,091,120**	**82,765,570**	**84,972,529**	**86,107,516**						
EXPENDITURES																			
Salaries (100)	643,409	808,384	2,900,975	2,959,645	3,120,857	2,971,607	2,938,351	3,055,652	2,934,908	2,889,461	3,092,463	7,104,283		35,419,995		35,481,907	1,451,793	(61,912)	4%
Employee benefits (200)	287,149	364,748	1,590,330	1,634,620	1,658,062	1,605,104	1,602,859	1,620,256	1,611,217	1,617,101	1,655,453	4,012,975	9,317	19,269,191		19,343,784	651,897	(74,593)	3%
Purchased services (300)	1,087,192	1,189,447	1,206,820	1,601,864	1,396,428	2,065,860	1,748,187	1,723,999	1,647,102	1,808,851	1,932,155	2,353,113	383,294	20,144,313		20,329,605	2,276,640	(185,293)	11%
Supplies (400)	105,480	182,326	217,037	152,841	142,400	140,252	116,769	100,647	87,335	168,983	196,721	196,908	86,502	1,894,201		1,986,590	287,806	(92,390)	14%
Capital outlay (500)				10,981	5,172	11,928		4,756	3,705	33,387	29,139	48,453	7,036	154,557		210,000	-	(55,443)	0%
Insurance/Other (600)	1,303,849	33,902	37,436	27,049	27,936	15,753	13,626	6,097	7,141	8,657	34,431	30,696	11,949	1,558,522		1,489,317	1,337,751	69,205	90%
Interfund Transfers (700)												1,804,015		1,804,015		1,804,015	-	-	0%
Contingency (800)														0		3,750,000	-	(3,750,000)	0%
Unappropriated Funds (800)														0		5,443,746	-	(5,443,746)	0%
Total Monthly Expenditures	**3,427,079**	**2,578,807**	**5,952,598**	**6,387,000**	**6,350,855**	**6,810,504**	**6,419,792**	**6,511,407**	**6,291,408**	**6,526,440**	**6,940,362**	**15,550,443**	**498,098**	**80,244,793**		**89,838,964**	**6,005,886**	**(9,594,171)**	**7%**
CUMULATIVE EXPENDITURES	**3,427,079**	**6,005,886**	**11,958,484**	**18,345,484**	**24,696,339**	**31,506,843**	**37,926,635**	**44,438,042**	**50,729,450**	**57,255,890**	**64,196,252**	**79,746,695**	**80,244,793**						
Month-end Fund Balance	**9,809,377**	**9,561,276**	**5,728,252**	**1,489,366**	**34,473,886**	**36,954,336**	**33,463,818**	**30,012,566**	**27,210,792**	**22,835,230**	**18,569,318**	**5,225,834**	**5,862,723**	**11,623,542**				**15,322,095**	

Revenue Assumptions:

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

Beginning Fund Balance is estimated as of 8/6/2026 and includes estimated building carryover

$618 Adjustment

*** Local Revenue - Projected**	**50,098,021**	
Local Revenue included in 3/2/26 SSF Estimate	49,991,408	
Estimated 2026/27 SSF Adjustment (May 2028)	**(106,613)**	Depends on Actual Local Revenue at Yr End
Anticipated Ending Fund Balance	**11,516,928**	
Less Unappropriated Ending Fund Balance (7% Required) & Contingency	(9,193,746)	Restricted
Excess Ending Fund Balance	**2,323,182**	$1.767M Beginning Fund Balance

Expenditure Assumptions:

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

$674 Adjustment

Monthly ADMr - Prior Years							Monthly ADMr	YTD ADMr	Yr to Yr Diff	Budgeted	YTD Budget Diff
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26		2026-27	2026-27			
4,892.4	5,163.5	5,095.5	4,959.1	4,775.6	4,641.8	September				4,463.3	
4,945.8	5,189.8	5,111.6	4,984.2	4,767.7	4,641.6	October					
4,968.0	5,191.8	5,109.0	4,974.9	4,757.7	4,624.2	November					
5,089.1	5,192.9	5,098.5	4,961.0	4,746.6	4,631.3	December					
5,054.0	5,184.1	5,095.4	4,945.4	4,726.8	4,626.1	January					
5,052.3	5,180.8	5,103.0	4,935.4	4,716.6	4,622.0	February					
5,048.6	5,170.4	5,101.0	4,911.4	4,709.8	4,616.4	March					
5,048.6	5,167.2	5,097.6	4,872.3	4,700.5	4,606.6	April					
5,049.0	5,157.0	5,093.8	4,859.1	4,690.4	4,596.5	May					
5,090.2	5,122.6	5,007.0	4,833.5	4,618.9	4,591.5	June					
5,090.2	5,122.6	5,072.2	4,916.2	4,687.2	4,591.5	June YTD (Prelim for 25-26)					
Difference	32.39	(50.40)	(155.96)	(229.04)	(95.70)						

Lincoln County School District
2026-27 Monthly Comparison - General Fund Projected to Actual
August 2026 - Unaudited

REVENUES	Projected**	Actual	Actual Compared to Projected		Comments
LOCAL SOURCES:					
Current year's levy			-	*	
Prior years' taxes	138,961	244,528	105,567	*	
Interest on Investments	41,427	175,289	133,862		Segregated Int Not Done
Fees Charged to Grants			-		
Rentals			-		
Contributions			-		
Other Local Income	19,307	4,216	(15,091)		
INTERMEDIATE SOURCES:					
ESD - Severe Disability Support			-		
County School Fund			-	*	
Other, Hvy Eq Rent Tax, etc		69	69		
STATE SOURCES:					
SSF- Current Year	1,931,949	1,906,604	(25,345)	*	
SSF- Prior Year			-	*	
Common School Fund			-	*	
State Timber			-	*	
Unrestricted Grants			-	*	
FEDERAL SOURCES:					
Federal Forest Fees			-		
Foster Care Transport Reimb			-		
OTHER RESOURCES:					
Interfund Transfer			-		
Sale of Assets/Ins Proceeds			-		
Beginning Fund Balance	13,236,456	15,003,646	1,767,190		
Total Monthly Revenue	**15,368,100**	**17,334,352**	**1,966,252**		
EXPENDITURES					
Salaries (100)	858,419	808,384	(50,035)		
Employee benefits (200)	410,465	364,748	(45,717)		
Purchased services (300)	1,353,776	1,189,447	(164,329)		
Supplies (400)	239,799	182,326	(57,473)		
Capital outlay (500)	46,269		(46,269)		
Insurance/Other (600)	43,976	33,902	(10,074)		
Interfund Transfers (700)			-		
Contingency (800)					
Unappropriated Funds (800)					
Total Monthly Expenditures	**2,952,704**	**2,578,807**	**(373,897)**		

*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.

Lincoln County School District
2026-27 General Fund - Purchased Services Monthly Comparison
Aug 2026

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	YTD Total
Prof Instruction Svcs	3,993	7,615												11,608
Cleaning Services		401,759												401,759
Repairs & Maint	2,902	20,145												23,047
Rentals	1,037	731												1,767
Utilities	1,740	47,165												48,905
Transportation	13,886	180,482												194,368
Travel	448	3,010												3,458
Telephone		7,117												7,117
Postage	1,504	1,487												2,990
Advertising														-
Printing & Binding		8,723												8,723
Data Lines		60												60
Charter School Pmts	1,019,796	509,899												1,529,695
Tuition														-
Audit Services														-
Legal Services		750												750
Architect/Engr Svcs														-
Neg/Labor Consltg														-
Managemnt Svcs														-
Data/Tech Svcs														-
Election Services														-
Other Gen Prof Svcs	41,888	504												42,392
Total	**1,087,192**	**1,189,447**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**2,276,640**
For Reference Only:														
Less Transportation	(13,886)	(180,482)	-	-	-	-	-	-	-	-	-		-	
Charter Sch Pmts	(1,019,796)	(509,899)	-	-	-	-	-	-	-	-	-		-	
Balance of Purchased Services	**53,511**	**499,066**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**		**-**	**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.

LINCOLN COUNTY SCHOOL DISTRICT

2026-27 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS August 31, 2026 - UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	1,842,941		214,305	1,628,636
Intermediate				
State	3,561,381			3,561,381
Federal	7,364,641			7,364,641
Beg. Fund Balance *	3,177,214		2,586,802	590,412
Total Revenues	15,946,177		2,801,107	13,145,070
Expenditures:				
Instruction	5,413,058	3,002,201	292,084	2,118,772
Support Services	6,601,904	1,771,914	90,031	4,739,959
Enterprise	450,314	153,575	150	296,589
Facilities Acq & Const	3,480,901	1,196,319	948,608	1,335,975
End Fund Bal/Tfrs				0
Total Expenditures	15,946,177	6,124,009	1,330,873	8,491,295
Fund Balance			**1,470,235** ***	
Indigenous Peoples (286)				
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	176,813		176,575	238
Total Revenues	176,813	0	176,575	238
Expenditures:				
Instruction	176,813	9,014		167,799
Support Services				0
End Fund Balance				0
Total Expenditures	176,813	9,014	0	167,799
Fund Balance			**176,575**	
Less Encumbered			9,014	
Available for Expenditure			**167,562**	
Musical Instruments (287)				
Revenues:				
Transfers				0
Beg. Fund Balance*	533,661		533,656	5
Total Revenues	533,661		533,656	5
Expenditures:				
Instruction	393,000			393,000
Support Services	40,661			40,661
End Fund Balance	100,000			100,000
Total Expenditures	533,661	0	0	533,661
Fund Balance			**533,656**	
Less Encumbered			0	
Available for Expenditure			**533,656**	

	Budget	Encumb'd	YTD Actual	Remaining
Pre-School Promise (288)				
Revenues:				
State	672,824			672,824
Beg. Fund Balance*				0
Total Revenues	672,824		0	672,824
Expenditures:				
Instruction	620,993	425,909		195,084
Support Services	43,922	12,602	2,520	28,800
Enterprise	7,909			7,909
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	672,824	438,511	2,520	231,793
Fund Balance			**(2,520)** ***	
Student Investment Account (289/989)				
Revenues:				
State	5,501,097			5,501,097
Beg. Fund Balance*			290,373	(290,373)
Total Revenues	5,501,097		290,373	5,210,724
Expenditures:				
Instruction	2,815,099	2,003,462		811,637
Support Services	2,502,780	2,317,494	18,227	167,058
Enterprise	183,218			183,218
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	5,501,097	4,320,957	18,227	1,161,913
Fund Balance			**272,145** ***	
Curriculum (290)				
Revenues:				
Local	150,000			150,000
Transfers				0
Beg. Fund Balance*	5,358,178		4,557,541	800,637
Total Revenues	5,508,178		4,557,541	950,637
Expenditures:				
Instruction	1,050,000	77,319	17,151	955,531
Support Services				0
Contingency	4,458,178			4,458,178
End Fund Balance				
Total Expenditures	5,508,178	77,319	17,151	5,413,709
Fund Balance			**4,540,390**	
Less Encumbered			0	
Available for Expenditure			**4,540,390**	

	Budget	Encumb'd	YTD Actual	Remaining
Small Schools Grant (291) WHS & Toledo Jr/Sr HS				
Revenues:				
Local				0
State	118,000			118,000
Beg. Fund Balance *	132,598		210,452	(77,854)
Total Revenues	250,598		210,452	40,146
Expenditures:				
Instruction	161,223	11,881	376	148,966
Support Services	30,375			30,375
Enterprise				0
Facilities Acq & Const				
Conting/End Fund Bal	59,000			59,000
Total Expenditures	250,598	11,881	376	238,341
Fund Balance			**210,076**	
Less Encumbered			11,881	
Available for Expenditure			**198,195**	
High School Success (292)				
Revenues:				
State	1,876,290			1,876,290
Beg. Fund Balance *			450,007	(450,007)
Total Revenues	1,876,290		450,007	1,426,283
Expenditures:				
Instruction	1,055,575	426,216	90,175	539,184
Support Services	820,715	538,746	3,019	278,950
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	1,876,290	964,962	93,195	818,134
Fund Balance			**356,812** ***	
Building Maintenance (293)				
Revenues:				
Local	71,000		159	70,841
Federal				
Fund Tfrs/Asset Sales			4,000	(4,000)
Beg. Fund Balance *	1,995,000		2,038,855	(43,855)
Total Revenues	2,066,000		2,043,014	22,986
Expenditures:				
Instruction	375,000			375,000
Support Services	640,000	3,029	1,730	635,241
Facilities Acq & Const	1,051,000	1,089	34,807	1,015,104
End Fund Bal/Tfrs				
Total Expenditures	2,066,000	4,118	36,537	2,025,345
Fund Balance			**2,006,477**	
Less Encumbered			4,118	
Available for Expenditure			**2,002,359**	

*** Beginning Fund Balances are Unaudited Estimates**
**** 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

2026-27 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS August 31, 2026 - UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Food Services (294)				
Revenues:				
Local	188,833		514	188,319
State				0
Federal	25,000			25,000
Sale/Loss of Assets	3799085			3,799,085
Beg. Fund Balance *	150,000		154,266	(4,266)
Total Revenues	4,162,918		154,781	4,008,137
Expenditures:				
Instruction	7,161	1,807	193	5,161
Support Services	39,734	33,670	6,731	(668)
Enterprise	3,991,023	3,278,968	64,970	647,085
Contingency	125,000			125,000
Total Expenditures	4,162,918	3,314,446	71,894	776,578
Fund Balance			**82,886** ***	
Student Activities (295)				
Revenues:				
Local	1,390,000		152,674	1,237,326
Beg. Fund Balance *	1,500,000		1,374,338	125,662
Total Revenues	2,890,000		1,527,013	1,362,987
Expenditures:				
Instruction	1,625,000	216,726	102,986	1,305,288
Support Services	110,000	3,029	2,623	104,348
Enterprise	105,000		2,000	103,000
Facilities Acq & Const			31,470	(31,470)
Contingency	1,050,000			1,050,000
Total Expenditures	2,890,000	219,755	139,080	2,531,166
Fund Balance			**1,387,933**	
Less Encumbered			219,755	
Available for Expenditure			**1,168,178**	
Outdoor School for All (296)				
Revenues:				
State	186,114		(135,959)	322,073
Total Revenues	186,114		(135,959)	322,073
Expenditures:				
Instruction	173,603			173,603
Support Services	12,511	2,198		10,313
Total Expenditures	186,114	2,198	0	183,916
Fund Balance			**(135,959)** ***	
Technology (298)				
Revenues:				
Local	807,128		1,530	805,598
Transfers				0
Beg. Fund Balance*	4,862,000		4,188,143	673,857
Total Revenues	5,669,128		4,189,673	1,479,455
Expenditures:				
Instruction				0
Support Services	1,503,038	735,798	11,644	755,596
Contingency	1,000,000			1,000,000
End Fund Balance	3,166,090	3,166,090		0
Total Expenditures	5,669,128	3,901,888	11,644	1,755,596
Fund Balance			**4,178,029**	
Less Encumbered			3,901,888	
Available for Expenditure			**276,141**	

	Budget	Encumb'd	YTD Actual	Remaining
Vehicle Replacement (299)				
Revenues:				
Local	44,500			44,500
Sale of Assets				0
Beg. Fund Balance *	221,968		95,406	126,562
Total Revenues	266,468		95,406	171,062
Expenditures:				
Support Services	266,468			266,468
End Fund Balance				
Total Expenditures	266,468	0	0	266,468
Fund Balance			**95,406**	
Less Encumbered			0	
Available for Expenditure			**95,406**	
PERS Bonds Debt Service (320)				
Revenues:				
Local	1,826,376		75,865	1,750,511
Beg. Fund Balance *	7,236,230		6,863,644	372,586
Total Revenues	9,062,606		6,939,510	2,123,096
Expenditures:				
Debt Service	6,165,771			6,165,771
End Fund Balance	2,896,835			2,896,835
Total Expenditures	9,062,606	0	0	9,062,606
Fund Balance			**6,939,510**	
GO Bonds Debt Service (330, 331 & 340)				
Revenues:				
Local	6,894,582		32,208	6,862,374
Transfers	1,450,010			1,450,010
Beg. Fund Balance *			1,199,948	(1,199,948)
Total Revenues	8,344,592		1,232,156	7,112,436
Expenditures:				
Debt Service	6,491,957			6,491,957
Transfers	730,005			730,005
End Fund Balance	1,122,630			1,122,630
Total Expenditures	8,344,592	0	0	8,344,592
Fund Balance			**1,232,156**	
Capital Construction Fund (405)				
Revenues:				
Local	555,000			555,000
Beg. Fund Balance *	1,500,000		2,205,160	(705,160)
Total Revenues	2,055,000		2,205,160	(150,160)
Expenditures:				
Support Services	500,000			500,000
Facilities Acq & Const	1,555,000	717,329	293,296	544,374
Total Expenditures	2,055,000	717,329	293,296	1,044,374
Fund Balance			**1,911,864**	
Less Encumbered			717,329	
Available for Expenditure			**1,194,535**	

	Budget	Encumb'd	YTD Actual	Remaining
Future Property Purchases Reserve (420)				
Revenues:				
Local	50,000			50,000
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,233,875		1,130,051	103,824
Total Revenues	1,283,875		1,130,051	153,824
Expenditures:				
Facilities Acq & Const	1,283,870		1,360	1,282,510
Transfers	5			5
Total Expenditures	1,283,875		1,360	1,282,515
Fund Balance			**1,128,691**	
OSCIM Grant - Capital Construction Fund (426)				
Revenues: State	6,000,000			6,000,000
Total Revenues	6,000,000		0	6,000,000
Expenditures:				
Facilities Acq & Const	6,000,000			6,000,000
Total Expenditures	6,000,000	0	0	6,000,000
Fund Balance			**0**	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	1,098,000		27,176	1,070,824
Beg. Fund Balance *	1,420,815		1,335,743	85,072
Total Revenues	2,518,815		1,362,919	1,155,897
Expenditures:				
Support Services	1,170,000		186,740	983,260
Contingency	1,348,815			1,348,815
Total Expenditures	2,518,815		186,740	2,332,075
Fund Balance			**1,176,179**	
Less Encumbered			0	
Available for Expenditure			**1,176,179**	
District Medical Group HRA (620)				
Revenues:				
Local	1,270,775		8,451	1,262,324
Beg. Fund Balance	4,075,445		3,940,655	134,790
Total Revenues	5,346,220		3,949,106	1,397,114
Expenditures:				
Support Services	898,850	20,261	66,061	812,529
Contingency	4,447,370			4,447,370
Total Expenditures	5,346,220	20,261	66,061	5,259,899
Fund Balance			**3,883,045**	
Less Encumbered			20,261	
Available for Expenditure			**3,862,785**	
PERS Reserves (630)				
Revenues:				
Local	3,137,430		136,308	3,001,122
Transfers	1,804,000			
Beg. Fund Balance	345,178		345,178	0
Total Revenues	5,286,608		481,486	4,805,122
Expenditures:				
Contingency				0
End Fund Balance	5,286,608			5,286,608
Total Expenditures	5,286,608	0	0	5,286,608
Fund Balance			**481,486**	

***** **Beginning Fund Balances are Unaudited Estimates**

****** **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
2026-27 Fiscal Year
August 2026

Date	Payee	Description	Amount
8/6/2026	IMAGINE LEARNING LLC	ONLINE CURRICULUM GR 6-12	$ 65,331.00
8/6/2026	FRONTLINE EDUCATION	HR MANAGEMENT SOFTWARE	$ 55,341.16
8/6/2026	BEYNON SPORTS SURFACE, INC	ADDL TRACK COLOR - NHS (CELL TOWER LEASE FUNDS)	$ 31,470.31
8/14/2026	EDDYVILLE CHARTER SCHOOL	26-27 SSF PAYMENT	$ 299,147.00
8/14/2026	SILETZ VALLEY CHARTER SCHOOL	26-27 SSF PAYMENT	$ 206,736.50
8/14/2026	SODEXO, INC & AFFILIATES (CUST)	26-27 CONTRACTED SERVICES (JULY & AUG)	$ 405,322.16
8/14/2026	K-RAD CONSTRUCTION	BAND/CAFE/BATH-TOHS (F405)	$ 31,820.00
8/14/2026	DSL BUILDERS, LLC	SEISMIC GRANT-YVE	$ 927,917.92
8/21/2026	RAM JACK WEST	BAND/CAFE/BATH-TOHS (F405)	$ 105,975.00
8/28/2026	FIRST STUDENT, INC.	STUDENT TRANSPORTATION - JULY	$ 181,521.29
8/28/2026	NEWPORT BOOSTER CLUB	RETURN EXCESS DONATION-PAINT FBALL END ZONE-NHS	$ 29,372.29
8/28/2026	CDW GOVERNMENT, INC.	26-27 FILTERING/DATA SECURITY SOFTWARE	$ 28,673.49
8/31/2026	JERRY PRATER CONSTRUCTION, INC	ROOF MAINT-NMS	$ 28,292.00

LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
August 31, 2026

Oregon State Treasury - Local Government Investment Pool		
Beginning Balance	$	40,788,272
Additions		1,793,769
Reductions		4,750,000
Ending Balance	**$**	**37,832,041**
Oregon State Treasury - Local Government Investment Pool - 2002 PERS Bonds		
Beginning Balance	$	603,016
Additions		272,627
Reductions		0
Ending Balance	**$**	**875,642**
Oregon State Treasury - Local Government Investment Pool - 2003 PERS Bonds		
Beginning Balance	$	619,535
Additions		283,770
Reductions		0
Ending Balance	**$**	**903,305**
Oregon Coast Bank - Money Market Account		
Beginning Balance	$	10,123,986
Additions		5,411,878
Reductions		3,930,000
Ending Balance	**$**	**11,605,864**
Monthly Totals		
Beginning Balance	$	52,134,808
Additions	$	7,762,043
Reductions	$	8,680,000
Ending Balance	**$**	**51,216,851**

Interest Rates	**June**	**July**	**Aug**
LGIP	**4.00%**	**4.00%**	**4.00%**
Oregon Coast Bank	**4.05%**	**4.05%**	**4.05%**

5.a.2. Monthly Financial Report - Bonds

LINCOLN COUNTY SCHOOL DISTRICT
BOND CAPITAL CONSTRUCTION FUND 425
UNAUDITED FINANCIAL STATEMENTS
As of August 31, 2026

	Budget	Encumb'd	Actual	Remaining
2025-26				
Revenues:				
Local - Interest			756,949	(756,949)
Bond Proceeds	17,500,000		78,754,146	(61,254,146)
Fund Tfrs/Asset Sales				
Beg. Fund Balance *			(301,154)	301,154
Total Revenues	17,500,000		79,209,941	(61,709,941)
Expenditures:				
Instruction				
Support Services			447,951	(447,951)
Facilities Acq & Const	17,500,000	582,945	14,892,513	2,024,543
Debt Service			111,392	(111,392)
End Fund Bal/Tfrs				
Total Expenditures	17,500,000	582,945	15,451,855	1,465,200
Fund Balance			**63,758,086**	
Less Encumbered			582,945	
Available for Expenditure			**63,175,141**	
2026-27				
Revenues:				
Local - Interest	500,000		201,258	298,742
Bond Proceeds				0
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	58,955,222		63,175,141	(4,219,919)
Total Revenues	59,455,222		63,376,400	(3,921,178)
Expenditures:				
Instruction				
Support Services				0
Facilities Acq & Const	22,000,000	7,544,722	1,916,766	12,538,512
Debt Service				0
End Fund Bal/Tfrs/Contingency	37,455,222			37,455,222
Total Expenditures	59,455,222	7,544,722	1,916,766	49,993,734
Fund Balance			**61,459,634**	
Less Encumbered			7,544,722	
Available for Expenditure			**53,914,912**	

Bond Capital Construction Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2026-27
Year To Date Transactions as of August 31, 2026 - UNAUDITED

	Period 1 Actual July '26	Period 2 Projected Aug '26	Period 3 Projected Sept '26	Period 4 Projected Oct '26	Period 5 Projected Nov '26	Period 6 Projected Dec '26	Period 7 Projected Jan '27	Period 8 Projected Feb '27	Period 9 Projected March '27	Period 10 Projected April '27	Period 11 Projected May '27	Period 12 Projected June '27	Period 13 Projected July '27	Projected 2026-27 Totals		Updated 2026-27 BUDGET	Year-To-Date 2026-27 Actuals	YTD Diff Budget vs. Projected	% of Budget
REVENUES																			
Beginning Fund Balance (est)	63,175,141													63,175,141		58,955,222	63,175,141	4,219,919	
Bond Proceeds														-			-	-	
Investments Purchased	(18,300,000)													(18,300,000)			(18,300,000)	(18,300,000)	
Sale of Investments	18,300,000													18,300,000			18,300,000	18,300,000	
Interest Earned	170,452	30,806												201,258		500,000	201,258	(298,742)	
Total Monthly Revenues	**63,345,593**	**30,806**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**63,376,399**		**59,455,222**	**63,376,399**	**3,921,177**	**0**
CUMULATIVE RESOURCES	**63,345,593**	**63,376,399**	**63,376,399**	**63,376,399**	**63,376,399**	**63,376,399**	**63,376,399**	**63,376,399**	**63,376,399**	**63,376,399**	**63,376,399**	**63,376,399**	**63,376,399**						
EXPENDITURES																			
Salaries (100)	32,857	27,594	26,326	26,326	26,326	26,326	26,326	26,326	26,326	26,326	26,326	26,324		323,709		348,075	60,451	(287,624)	
Employee benefits (200)	13,341	12,105	11,751	11,751	11,751	11,751	11,751	11,751	11,751	11,751	11,750	11,750		142,953		169,347	25,445	(143,902)	
Purchased services (300)	4,000	295,948	274,566	274,566	274,566	274,566	274,566	274,566	274,566	274,566	274,566	274,563		3,045,605		1,974,000	299,948	(1,674,052)	
Supplies (400)	46	324	240											611		20,000	371	(19,629)	
Capital outlay (500)	388,763	1,137,691	436,002	436,000	436,000	436,000	436,000	436,000	436,000	436,000	436,000	436,000		5,886,457		19,471,378	1,526,455	(17,944,923)	
Insurance/Other (600)	1,125	2,972	29,028	29,028										62,153		17,200	4,097	(13,103)	
Interfund Transfers (700)														-			-	-	
Contingency (800)														-		37,455,222	-	(37,455,222)	
Unappropriated Funds (800)														-			-	-	
Total Monthly Expenditures	**440,132**	**1,476,634**	**777,913**	**777,671**	**748,643**	**748,643**	**748,643**	**748,643**	**748,643**	**748,643**	**748,642**	**748,637**	**-**	**9,461,487**		**59,455,222**	**1,916,766**	**49,993,735**	**3%**
CUMULATIVE EXPENDITURES	**440,132**	**1,916,766**	**2,694,679**	**3,472,350**	**4,220,993**	**4,969,636**	**5,718,279**	**6,466,922**	**7,215,565**	**7,964,208**	**8,712,850**	**9,461,487**	**9,461,487**						
Month-end Fund Balance	**62,905,461**	**61,459,633**	**60,681,720**	**59,904,049**	**59,155,406**	**58,406,763**	**57,658,120**	**56,909,477**	**56,160,834**	**55,412,191**	**54,663,549**	**53,914,912**	**53,914,912**	**53,914,912**					

Revenue Assumptions:
Beginning Fund Balance is estimated as of 8/7/26

Expenditure Assumptions:
Prior Period Adjustment

Lincoln County School District
2026-27 Bond Funds - Purchased Services Monthly Comparison
Aug 2026

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs													-
Cleaning Services													-
Repairs & Maint													-
Rentals	4,000	2,000											6,000
Utilities													-
Transportation													-
Travel		38											38
Telephone		140											140
Postage													-
Advertising													-
Printing & Binding		301											301
Data Lines													-
Charter School Pmts													-
Tuition													-
Audit Services													-
Legal Services		1,188											1,188
Architect/Engr Svcs		292,281											292,281
Neg/Labor Consltg													-
Managemnt Svcs													-
Data/Tech Svcs													-
Election Services													-
Other Gen Prof Svcs													-
Total	**4,000**	**295,948**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**299,948**

Notes:

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over $25,000 - BOND Funds
2026-27 Fiscal Year
August 2026

Date	Payee	Description		Amount
8/6/2026	GETTIS PAVING, INC	PLAYGROUND SURFACING-NMS	$	89,350.00
8/6/2026	BEYNON SPORTS SURFACE, INC	TRACK REPLACEMENT-NHS	$	50,711.96
8/7/2026	WESTERN STATES FIRE PROTECTION CO	FIRE SUPPRESSION SYSTEMS-TAHS, TOHS &WHS	$	26,252.00
8/13/2026	GLAS ARCHITECTS	PROF SVCS AUDITORIUMS-TOHS & WHS	$	292,280.50
8/14/2026	FORTIS CONSTRUCTION INC	AUDITORIUM PHASE 1-NHS	$	436,683.60
8/20/2026	JOHN E WILES JR CONSTRUCTION	INSTALL INTERACTIVE CLASSROOM DISPLAYS	$	34,500.00
8/20/2026	SYNERGY SECURITY SOLUTIONS	FIRE ALARM SYSTEM-NMS	$	67,052.50
8/20/2026	ROAD & DRIVEWAY CO	PLAYSHED BASE-TOES & YVE	$	25,140.81
8/20/2026	A WEST PACIFIC CONTRACTORS	PLAYGROUND SURFACING-CVH, NMS, TAES, TOES, YVE	$	166,660.82

LINCOLN COUNTY SCHOOL DISTRICT
BOND INVESTMENTS REPORT
August 31, 2026

Piper Sandler & Co Brokerage Account, Bank of New York - Pershing		
US Treasury Fixed Income Securities		
Beginning Balance	$	41,999,795
Additions		108,325
Reductions		
Ending Balance	**$**	**42,108,120**
Oregon State Treasury - Local Government Investment Pool		
Beginning Balance	$	12,277,916
Additions		41,702
Reductions		
Ending Balance	**$**	**12,319,618**
Oregon Coast Bank - Money Market Account		
Beginning Balance	$	9,768,542
Additions		30,806
Reductions		2,090,000
Ending Balance	**$**	**7,709,348**
Monthly Totals		
Beginning Balance	$	64,046,253
Additions	$	180,833
Reductions	$	2,090,000
Ending Balance	**$**	**62,137,086**

Interest Rates	**June**	**July**	**Aug**
LGIP	**4.00%**	**4.00%**	**4.00%**
Oregon Coast Bank	**4.05%**	**4.05%**	**4.05%**

5.b. Food Services Report (Written). BG-4

5.b.1. Nutrition Services Report

THE MONTHLY FEED - SEPTEMBER 2026

jamie.nicholson@lincoln.k12.or.us
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

What's Growing On

While you were recharging your batteries over the summer, the School Garden Program was rolling right along. We are thankful to have two high school interns helping in the gardens while learning about gardening principles and practices. Together, we harvested more than 130 pounds of produce!

Many sugar snap peas and broccoli florets made their way into the summer lunch program. The remaining produce, including zucchini, kale, additional snap peas, and tomatoes, have been frozen for later use in scratch-cooked meals. Cucumbers and some of the onions have also been pickled for the condiment bars in our cafeterias.

Summer Interns Betty & Gwynn with harvested kale from Newport Middle School. This year's interns were made possible through The Grow Collective and Stem Hub partnerships.





Zuccini & Snap Peas from Newport Middle School.

We are currently gearing up for Garlicpalooza, our fall festival on 9/26/26, that benefits the School Garden Program while bringing our community together. We have a great lineup planned, including live music from the SLUGS (Seashore Literacy Ukulele Group) and Wild Hogs in the Woods, cider pressing, sack races, a petting zoo, craft booths, food vendors, and much more!

The Toledo Rotary will be hosting a raffle with some fantastic prizes, including surfboard and wetsuit rentals, mini golf rounds, and a private guided hike for up to 15 people at Yakona Nature Preserve and Learning Center.

Our community partners are truly showing up to support garden education.

We are also looking for volunteers to help everything run smoothly. Consider giving an hour or two of your time to support the Garden Program while enjoying this wonderful community event. We hope to see you there!

This institution is an equal opportunity provider.

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

What's Cooking





Nutrition Services Staff returned to work to attend 3 days of training in late August preparing for the new school year. They heard inspirational words from both Superintendent Dr. Tolan & Business Director Kim Cusick.

The first day was spent with our kitchen managers, reviewing food quality and record keeping. We were fortunate enough to have Umi Organics owner, Lola Miholland join our training this year and show staff the best way to prepare her award winning product.

Umi produces whole grain yakisoba noodles using organic Oregon flour. Watch next month on October 5th for our Teriyaki Chicken Low Mein.

The next two days covered safety, reviewing processes and team building. One of the more interesting conversations was around customer service. What does good customer service look like to you?



A Little Giggle to brighten your day.



Q: How do bees get to school?
A: On a school buzz.

STAFF SHOUTOUT



This month we want to recognize Zach Wellman, the Kitchen Manager at Newport High.

An additional lunch service will be opening up on the West Campus and Zach didn't hesitate to step up to the challenge and go the extra mile to ensure students have easier access to meals.

USDA Changes

You may notice a small change in the taste of your school meals due to new limits on sugars & sodium implemented by USDA. Make sure you visit your schools Flavor Station to elevate & personalize your meals.

LIMITED TIME OFFER

Help us kick off Hispanic Heritage Month <u>September 15th</u> with Hand Rolled Chicken Taquitos





<u>September 17th</u>
Chicken Pesto Pasta made with Newport High student-made pesto from school garden basil

<u>September 18th</u>
Scratch-made Blueberry Muffins made with Newport High School Garden Blueberries



freshpick for better health

Blueberries & Bell Peppers are this month's Fresh Picks. Watch for these items to show up on your salad bar & in your school meals.

<u>September 30th</u> is National School Milk Day!
Go to https://foodhero.org/milk to find resources



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: Blackberries, Rainbow Carrots, Red Grapes, Mini Bell Peppers, Zucchini and Pears.

Did You Know?



Mini Bell Peppers
Mini Peppers are just like its close relative, the standard Bell Pepper, they are just cultivated to be smaller, sweeter and have less seeds!

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

Fresh Picks Trivia
True or False? Bell peppers and jalapeños peppers are different pepper species.



False. Bell peppers and Jalapeños are the same species, *Capsicum annuum*. They just happent to be different varieties.

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.



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@lcsdschoolgardens

@Lincoln County Oregon School Gardens

you're INVITED!

GARLICPALOOZA

2ND ANNUAL GARLIC FESTIVAL

SATURDAY, SEPTEMBER 26TH

11AM-4PM

LOCATION: MEMORIAL FIELD, TOLEDO



EVENTS HAPPENING

- FREE ADMISSION
- VENDORS
- GOOD FOOD
- KIDS ACTIVITIES
- SCARECROW BUILDING CONTEST
- FACE PAINTING
- GARLIC POEM CONTEST
- ART
- CARMAL APPLES
- PETTING ZOO
- LIVE MUSIC
- GARLIC BRAIDING
- FALL PHOTO BOOTH
- CIDER PRESSING
- VEGGIE PICKLING

Presented by Lincoln County Schools and Sodexo
For more information or to sign up please call
the Nutrition Services Office at 541-336-2156

5.c. First Student Report (Written). BG-4

FIRSTstudent Transportation Update

Lincoln County School District
Board Meeting General Session, September 8, 2026

Date: September 2, 2026

Dear: LCSD School Board & Transportation Leadership,

Our preparations for the new school year are in full swing, and we are getting ready for a new school year. Our drivers are completing their Bus Olympics, dry-runs and calls home to the families. Everybody is excited for the new school year and to see their riders after the summer break.



Driver staffing

Over the summer, we met with the district to discuss our options on how to recruit and retain drivers. We identified two opportunities to increase interest and retention: Pay Increase & Improved Student Behavior Management Support.

Our wage and bonus scales are as follows:

- FY 26 Wages: $26.21 – $32.94
- Hiring Bonuses of $3000 for CDL S/P endorsed drivers
- Hiring Bonuses of $2000 for non-CDL S/P endorsed drivers
- Paid Training
- $500 Employee Referral Bonus

Route Count	Jun 26	Sep 26
GenEd	41	35
SpEd	16	14
Type 10	9	9
Total	**66**	**58**
Total Drivers On Hand		
CDL	41	45
Type 10	7	6
Borrowed Drivers	2	4
Casual Drivers (limited route availability)	(7)	(7)
Total	60	55
Over/(Short) for Route Coverage	-6	-3
Drivers Pipeline		
Review/Interview	-	26
Unpaid Training Hold/Offer/Background	-	14
Total # in Training (Classroom)	-	3
Behind-the-Wheel Training	-	3
Leave/Unavailable	-	1



Latest news

- **Driver Staffing Update-**The driver staffing table was updated to provide a clearer picture of how many routes we are running and where we are with driver staffing. Moving forward, you will also see the changes over the month. Over the summer, our trainers have been busy, and we were able to add six drivers, and we still have six in various stages of training.

  The difference in the number of routes stems from the number of students that have registered and requested transportation. This number usually increases during the first weeks of the school year as transportation requests come to us for routing.

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

- **Recruiting & Retention-**Over the summer, Donna Sansoterra and I were able to meet with Dr. Tolan, Kim Cusick and Rich Belloni to brainstorm ideas on how we can improve driver retention & increase application flow. Two opportunities stood out: Wage increase & Student Behavior Support.
    - **Wage Increase**-We identified that wage increases for school bus drivers were below the 50th percentile compared with local market increases. Our goal is to remain competitive by targeting at least the 75th percentile.

      To help achieve this goal, LCSD and First Student collaborated on a wage adjustment. LCSD contributed $1.00 toward the increase, and First Student provided the additional amount needed to reach the targeted wage increase.

      The response from our CDL drivers was overwhelmingly positive. Many expressed sincere appreciation to the team for advocating for and securing the increase, and the announcement was an emotional moment for several employees. The positive response reinforced the importance of competitive compensation in demonstrating how much we value our drivers and their contributions.
    - **Student Behavior Support** — Another area of focus identified by the team was the need for increased and more consistent support from schools in addressing student behavior on the bus.

      Through discussions during our PBIS refresher sessions, we recognized that consistent communication, reporting, and follow-up among drivers, First Student management, school administrators, and parents are essential to creating a safe and successful transportation experience.

      By working collaboratively and maintaining clear lines of communication, we can ensure everyone is aligned in supporting our drivers while providing students with the consistency, expectations, and support they need to be successful on the bus.



Technology Updates

Safety Technology Enhancement – Installation Complete
First Student is enhancing its HALO™ technology platform through a partnership with Samsara, integrating AI-powered safety technology, vehicle telematics, and connected fleet capabilities to further strengthen student transportation safety and operational performance.

While First Student is implementing this technology across approximately 46,000 vehicles throughout North America, installation has already been completed on all Lincoln County buses. This places our local fleet among those equipped to benefit from these enhanced safety and operational capabilities.

The technology includes AI-enabled cameras designed to identify potential driving hazards and provide real-time alerts, as well as vehicle telematics that provide fleet diagnostics and support proactive maintenance. Enhanced video and AI insights also complement existing driver safety programs by providing additional information for driver coaching, accident prevention, incident review, and driver protection.

For Lincoln County, completion of the installation represents an important investment in both student safety and operational reliability. The enhanced technology provides greater visibility into fleet operations, allows the team to identify potential safety concerns more proactively, and provides objective

information that can assist when reviewing incidents or responding to questions involving transportation.

Most importantly, the technology is intended to support—not replace—our professional drivers. By providing drivers and transportation leadership with additional tools, real-time information, and actionable insights, we can continue strengthening our culture of safety while supporting the reliable transportation of Lincoln County students each day.

The completion of this project reflects First Student's continued commitment to investing in technology and resources that enhance the safety, reliability, and quality of transportation services provided to Lincoln County School District students and families.

Routing updates

2026–2027 School Year Transportation Launch
With the start of the 2025–2026 school year, the transportation team's primary focus has been supporting a safe and successful opening of schools.

As transportation requests are received from schools, the routing team works to assign students to routes as quickly and accurately as possible. Drivers then communicate stop locations and times to families, while routing staff continue to process new requests, corrections, and other necessary adjustments.

Transportation currently serves more than 2,500 students, making the opening weeks of school a particularly active period. As additional students are enrolled, and transportation needs change, routes and schedules will continue to be adjusted. Historically, it takes several weeks for routes to settle into a consistent routine.

Families are encouraged to remain patient during this transition period as the routing team works through a high volume of requests while maintaining a strong focus on accuracy and student safety. Although transportation changes will continue throughout the school year, the team remains committed to responding to requests as efficiently as possible and providing safe, reliable service to our students and families.

Important dates

- 09/08/2026-First Day of School
- September 2025-All LCSD Fall Evacuation Drills are scheduled for all areas to be compliant with ODE Regulations.
- TBD-Staff Luncheon and Celebrations

6. Board Reports
7. Superintendent's Report
    7.a. Superintendent Evaluation Goals

Goals: Presented 9/8/26

1. **Standard 8.3**: The superintendent will complete a thorough review of all policies and ARs for OSBA accuracy and language accessibility in sections identified by OSBA as:
    a. Conditional Required Review
    b. Required Missing
    c. Required Revision
    d. Highly Recommended Missing
    e. Optional Review

2. **Standard 4.3**: The superintendent will monitor the implementation of the District Improvement Plan (DIP 3.0) and provide monthly updates on progress toward the DIP goals at LCSD Board meetings.

3. **Professional Goal**: The superintendent will complete the two-year AASA National Superintendent Certification Program by June 2027.

Goals: Adopted 9/9/25

1. **Standard 8.3**: The superintendent will complete a thorough review of all policies and ARs for OSBA accuracy and language accessibility in sections G, I, J, and K/L by June 30, 2026.

2. **Standard 4.3**: The superintendent will monitor the implementation of the District Improvement Plan and regularly provide updates on progress toward the DIP goals at LCSD Board meetings.

3. **Professional Goal**: The superintendent will complete the two-year AASA National Superintendent Certification Program by June 2027.

Board Goal Update: 10/14

1. **Standard 8.3**
   Eddie Symington and I are reviewing G, I, J, and K/L. (Directors as needed.)
   a. LCSD Desk Audit by 11/30.
      i. G and I - 10/30 (G complete)
      ii. J and K/L - 11/30
   b. OSBA Full Review for missing required updates by 12/30.

2. **Standard 4.3**:
   First CIP One-Pager Update at 10/14 Board Meeting:
   a. 10/10: LCSD schools complete their Fall CIP Data Review
   b. 10/20: DO Learning Support Team will analyze data during Problem of Practice
   c. 11/3: LCSD District Implementation Team will review LCSD Data and Quarter 2 action plans
   d. 11/12: Monthly Board CIP Update will include DIT update for action plans presented by DIT members.

3. **Professional Goal**:
   Completed Part 1 of Two Year Training: Sept. 10-12
   a. Module 1: Ethics and Professional Norms
   b. Module 2: Promoting Belonging and Professional Responsiveness
   c. Module 3: Vision for Educational Leadership

   Next Steps: Part 2 of Two Year Training: Feb 9-11
   a. Module 4: Superintendent and Board Relations
   b. Module 5: Superintendent and Districts Communication Plan
   c. Module 6: Organizational Culture Building

   Capstone Project: Data Driving Decision Making Alignment

9/24 - Coaching Call with Dr. Nic Clement: Scheduled meetings through January to discuss CIP Data Tracking, DIT plans, and next steps for shared vision of improvement.
Scheduled: 10/22, 11/18, 12/16, 1/20 - Coaching Call with Dr. Nic Clement

Board Goal Update: 12/9/25

4. **Standard 8.3**
    a. LCSD Desk Audit of G, I, J, and K/L is complete.
    b. OSBA Request for Full Review for missing required updates by 12/30.
    c. OSBA list comparison of what is optional, recommended, and required.
    d. Schedule Board Policy Work Sessions for April 14th and 28th.
        i. May and June 2nd Reads of Policy Updates

5. **Standard 4.3**:
First CIP One-Pager Update at 10/14 Board Meeting:
    a. CIP Updates continue.
    b. Modification to data collection of family engagement to ensure all schools are submitting events. Enter monthly even if no event was held.
    c. Scheduled Labor Management discussion of the student conference schedule and impact on instructional time.
    d. District Implementation Team presentation at 12/9 Board Meeting.

Completed walk-thoughs in all buildings with building administrative team and directors. Purpose: see evidence of district instructional priorities that will drive student achievement and academic goals in all classrooms.

6. **Professional Goal**:
Capstone Project: Leading Student Achievement Through Transparency (Draft Title)
    a. 9/24 - Coaching Call with Dr. Nic Clement: Scheduled meetings through January to discuss CIP Data Tracking, DIT plans, and next steps for shared vision of improvement.
    b. 10/14 - Coaching Call with Dr. Nic Clement: Shared results from first completed data tracker. Discussed how we might compare the data sets. Question raised: How does electronic communication impact on campus engagement?
    c. 11/18 - Discussed content of Capstone Project Portfolio. Talked about concerns around conference attendance data and lost learning time. Shared that we are attending AASA/COSA Attendance Cohort
    d. Scheduled: 12/16: Mentor feedback on Capstone Project before submitting to AASA Superintendent Certification Teacher
    e. Scheduled: 1/20 - Coaching Call with Dr. Nic Clement

Next Steps: Part 2 of Two Year Training: Feb 9-11

d. Module 4: Superintendent and Board Relations
e. Module 5: Superintendent and Districts Communication Plan
f. Module 6: Organizational Culture Building

7.b. Siletz Valley Charter School Update. BG-2

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

To: LCSD Board of Directors
Siletz Valley School Board of Directors
Confederated Tribes of Siletz Indians Tribal Council
Fr: Dr. Majalise Tolan, Lincoln County School District Superintendent
Re: Siletz Valley School Compliance Update
Date: September 4, 2026

The following update begins the 2026-2027 regular reporting of Siletz Valley School (SVS) compliance. In March of 2026, it was recommended to the Lincoln County School District (LCSD) Board of Directors that SVS be closed on June 30, 2026 and reopened as an LCSD school due to multiple years of documented non-compliance. This recommendation failed by a 2-1 Board vote. Monthly updates will be given at both LCSD and SVS Board meetings during 2026-2027.

1. SVS stated that an ELL plan was not applicable; however, all schools should have an ELL plan ready in case a student enrolls who qualifies for services. ELL students now attend SVS and the current ELL plan implementation must be monitored.

   Progress Update: The ELL/ML plan has been approved by the Oregon Department of Education and confirmed on 5/29/26. It is posted on the SVS website. **Compliant**

2. Bylaws need to be updated. While this has been in process, it is unclear whether it has been completed and if bylaws and policies are maintained and publicly accessible. A copy of the updated bylaws must be provided to LCSD, and all bylaws and policies must be updated and accessible to the public.

   Progress Update: SVS has worked with legal counsel to update its bylaws. The new bylaws are posted on the website. LCSD legal counsel approved the bylaws, although noted Public Meetings Law is required but the Special Meetings provision does not contain this same language. **Compliant**

3. Facility concerns reported to LCSD by the SVS Board on May 5, 2025 included: Leaking ceilings, old pipes throughout the building, football grandstands are nearly condemnable, gyms are badly out of repair and need new siding (and likely more), ADA access needed, rusty fences, old heating (boiler needs to be replaced), single pane windows, doors that don't properly lock if active shooter protection is needed, bathrooms throughout need upgrading (like in LCSD schools). Pursuant to the charter and lease agreements, SVS is responsible for the maintenance and upkeep of the facility. In 2024, LCSD provided SVS with a long-term facility study. It is SVS' responsibility to develop, implement, and monitor its own long-term facility maintenance plan.

Progress Update: Siding repair work has been done on the small gym and wood shop. SVS is working with PACE on a priority document that was sent to LCSD on 9/4. During a walk-through in June, Dr. Tolan noticed stained ceiling tiles throughout the building and requested they be replaced. It was determined that SVS does not have an OSHA Safety Committee that meets and has not been performing quarterly walk-through inspections. It is believed that this is a violation of ORS Chapter 654 Division 1 OAR: 437-001-0765. As of 9/4, SVS had not completed the walkthrough and has the Safety Committee meeting scheduled for 9/14/26. They are urged to have the meeting immediately and to contact OSHA for direct support. **Not Compliant**

4. Deliverables and required reporting (federal and state grants, and district programs) continue to be untimely, necessitating repeated reminders from LCSD staff. All reporting deadlines must consistently be met and documented.

   Progress Update: As of June 2026, all grant deliverables and reporting deadlines remain fully up to date. SVS successfully collaborated with ODE on grant funding adjustments and submitted all required Title 1A grant information to LCSD within the established timelines. This area will continue to be monitored closely in the 2026-2027 school year. **Compliant**

5. Although a comprehensive plan to improve academic performance is in place, focused particularly on the areas that caused the State to designate SVS as a Targeted Support and Improvement School (TSI), most results have remained at Level 1, based on 2023-2024 ODE reporting. TSI results must show adequate improvement either through an increase to a Level 2 in all categories or similar progress on a nationally normed, locally administered, internal assessment (EasyCBM, Acadience, SBAC, DIBLES, iReady, etc.) Benchmarking and progress monitoring from local assessments must be reviewed with LCSD administration quarterly.

   Progress Update: A Continuous Improvement Plan (CIP) and Strategic Priorities document was submitted on 8/26. It lacks baseline data, benchmarking plans, or steps for implementation. There has been a pattern of planning with little to no implementation since 2022. The plan is rejected until it is data-driven and is partnered with a sound implementation plan. A goal of one observation a year is not sufficient to plan accurate professional learning, support teachers in improving instruction or behavior management. SVS is still designated a school for Targeted Support. **Not Compliant**

6. SVS previously established a goal to increase attendance. However, as of June 2025, SVS' regular attendance rate was 39.9%. In June of 2026, SVS' regular attendance rate was 37.9%. An improvement plan must be drafted and submitted to LCSD. The plan must be comprehensive and may include strategies such as specific parent outreach, modification of the school day and/or school year calendar, and dedication of resources to ensuring that students are attending school. The plan must include specific dates for implementation of each component, as well as specific quantitative targets and dates for meeting each of those targets.

   Progress Update: An attendance goal was submitted as part of the CIP. It lacks specific implementation data tied to strategies that specifically relate to improved attendance. Quantitative targets and dates for meeting each target were not included. SVS is working with Community Design Partners to improve attendance. It is unclear who is responsible for monitoring attendance goals or strategies. **Not Compliant**

7. While the SVS graduation rate had been reported by ODE at 100%, due to other metrics reported and the fact that SVS has been designated as a Targeted Support and Improvement School, the accuracy of this information needs to be verified, and any supporting evidence must be cited and documented. The 2023-2024 graduation rate reported by ODE was 67%. The 9th Grade On Track rate was 78% (an improvement from the 2022-2023 rate of 28%). Both of these data points need monthly monitoring and documentation.

   Progress Update: SVS successfully graduated 94% of enrolled Seniors. This may or may not reflect an actual graduation rate due to students who may have started at SVS and not completed over the course of four years. It is projected that all 9th graders at SVS ended 2026 “on-track”.This number is released by ODE in the Fall. The High School Success grant review with ODE resulted in SVS meeting 2 out of 4 criteria, which is unsatisfactory and results in continued monitoring by ODE. ODE feedback highlighted that SVS must establish a fully compliant 9th Grade On-Track Team for the upcoming school year and resolve scheduling conflicts to allow all core teachers to participate in regular data reviews. **Not Compliant**

8. SVS must ensure that financial reporting is timely. Long-term financial health indicators continue to need to be examined. It is uncertain if grant funds, Siletz Tribal Charitable Trust (STCT) and Charter Equity are budgeted accurately for the 2025-2026 school year. Updated budget documents must be submitted with a narrative providing clarity around anticipated funds.

   Progress Update: There is a historical lack of compliance with financial reporting deadlines. Currently, SVS has met all recent financial deadlines. The 2026-27 school budget was prepared and submitted by the June 15th deadline, and final Title 1 budget corrections were successfully submitted to LCSD in mid-June. SVS does not report to LCSD about STCT reports. Additional work needs to be done in this area for building maintenance, as SVS will be seeking grants and other external support for the building. The general fund may also be used for building projects. **Compliant**

9. Oregon Public Meetings Laws must be followed, including but not limited to timely meeting notice and agenda publication, public posting of minutes, and recordings of meetings. From this point forward, SVS must document its compliance for every board meeting and submit this documentation to LCSD on a monthly basis.

   Progress Update: SVS consulted with legal counsel and updated online access to Board meetings. As of June 13, 2026, all SVS Board meetings are being recorded and publicly posted in compliance with legal requirements. Videos, agendas, and meeting minutes can be found on the website. Eddie Symington met with SVS staff to support Board compliance work. **Compliant**

10. SVS staff have demonstrated a lack of understanding in student management systems and discipline procedures, including up to suspension and expulsion. Immediate concerns have been raised in understanding manifestation needs, Oregon weapons laws, the ability to investigate complaints about student behavior, due process and appropriate student behavior incident documentation and reporting. Monthly discipline data and investigation notes must now be reviewed by building administration and LCSD district staff.

Progress Update: After continued concerns about behavior documentation and another weapon concern in June, the following has occurred:

- 6/22: Majalise Tolan emailed Debra Barnes about a weapons concern brought to LCSD. The email requested an immediate meeting and cited OR Rev Stat § 338.105 (2025): (4)(a) Notwithstanding subsection (2) of this section, a sponsor may terminate a charter immediately and close a public charter school if the public charter school is endangering the health or safety of the students enrolled in the public charter school.
- 6/24: Majalise Tolan, Natalia Aguilar, Debra Barnes, and Jen Metcalf met to discuss the weapons concerns and behavior inconsistencies in Synergy. SVS was asked to:
    - 1. Create a behavior flow chart - majors, minors, notifications, etc.
    - 2. Work with OSBA and SVS Board to develop an AR for student discipline, especially regarding weapons, drugs, or other potentially volatile or expulsion-related offenses.
    - 3. Work with Natalia Aguilar to plan August training for all staff on Synergy behavior incident entry, understanding weapons law, understanding Every Student Belongs, and understanding the behavior flow chart. LCSD will either present, co-present, or attend the staff training. And,
    - 4. Plan September education for students and families on SVS policies and procedures for behavior.
- 8/25: Because the behavior training was never scheduled, after consulting with LCSD legal counsel, Majalise Tolan informs Debra Barnes that she has scheduled Natalia Aguilar to attend a SVS staff meeting at 1:00 on 8/27. Natalia will observe staff behavior training, as requested in June.
- 8/27: Natalia Aguilar attended a behavior training at SVS. Clear expectations and consequences were not established. Staff were not taught how to use the Synergy behavior reporting system. A parent information night was not scheduled.
- 8/27: Majalise Tolan notified SVS that, due to incomplete student schedules, a lack of established behavior systems, and not having a behavior support person hired, SVS was not ready to open.
- 8/28: SVS Board Chair Metcalf asked if LCSD had any recommendations for additional support to open school. LCSD hired administrative substitute, Steve Cooper, to work at SVS in September. SVS will be billed his substitute rate.
- 8/31: SVS held a school-wide assembly addressing that vape and cell phone laws will be followed this year, however, concrete consequences were not established and had yet to be established by 9/3. This is a failure to set clear and consistent expectations to support staff, students, and families.

A tremendous amount of concerns exist that staff and students are not supported to appropriately manage behaviors with clear and consistent guidelines and expectations.
Not Compliant

11. Although LCSD provides the Special Education instructional staff, SVS administration is still responsible for the proper implementation of Special Education processes. LCSD has provided training to SVS administration, but the required manifestation determination information was not provided to LCSD staff running a manifestation meeting, and emails were not responded to in a timely manner to support the team. SVS administrators must

attend all Special Education trainings that take place with LCSD administrators. All emails from LCSD Special Education staff must be responded to within 24 hours.

Progress Update: This was reported to be compliant in April 2026 but in need of additional monitoring. Since that time, SVS has attended required trainings. Debra Barnes notified Carol Stock, LCSD Special Education Director, that teachers at SVS struggle to provide modifications and accommodations and requested training. Dr. Stock sent a draft of a training. It was not responded to, a requirement of this plan. The training was not scheduled. On 8/26, SVS was reminded of this need and that it put LCSD “on notice” that special education needs are not being met. As of 9/4, the Special Education training is still not scheduled. On 8/26, LCSD also learned that special education students do not have services on their academic schedule. Dr. Stock made a new schedule for all special education students. As of 9/4, these schedules have yet to be inputted correctly and only partial push-in services have been provided. SVS administration is responsible for the proper implementation of processes and scheduling of students to meet their IEP needs. More than sufficient support has been provided by LCSD. **Not Complaint**

12. **Cybersecurity:** SVS has contracted with LCSD for all technology support. This item is removed from the list and will no longer need to be monitored.

13. **Tribal Consultation:** SVS is now scheduling time with CTSI Tribal staff directly. This item is removed form the list and will no longer be monitored by LCSD. Alissa Lane, Tribal Education Director, will be receiving all LCSD and SVS Board Updates to share with Tribal Council, as discussed in a joint meeting on 8/26/26. LCSD will ask for proof of consultation around plans that require this work (Title I, High School Success, Integrated Guidance, etc.).

On 8/26/26, LCSD administrators, LCSD Board Chair, and SVS Board Chair, Vice Chair, Acting Superintendent, LCSD Tribal Liaison and CTSI Education Director, met to discuss enrollment and staffing, facility updates, CIP review, behavior management, compliance requests, special education, September leadership, and the superintendent search. Notes from this meeting were shared with all attendees and action steps are referred to in this letter. SVS is urged to use September to gather as much data as possible to support the next superintendent. Steve Cooper is taking notes of areas for improvement to support the administrative transition and plans to support the next behavior support staff member, if they are hired before he leaves.

Failure to meet the requirements set forth above, including the submissions required, the timelines imposed, and the mandated meetings, may result in termination of the charter agreement. Please reach out to Majalise Tolan at majalise.tolan@lincoln.k12.or.us for further discussion.

Sincerely,
Dr. Majalise W. Tolan

7.c. Policy Updates - CCG, JFCEB, KGBB

Code: CCG
Adopted: 4/09/13
Revised/Readopted: 10/14/14;
6/14/16 (Effective 7/01/16); 4/10/18; 10/13/26
Orig. Code: CCG

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for administrative personnel. The purpose of administrator evaluations is to assist an administrator with developing and strengthening his/her professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

A formal evaluation will be conducted at least once each year. The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards adopted by the State Board of Education.

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
    a. Classroom-based assessments including observations, lesson plans and assignments;
    b. Portfolios of evidence:
    c. Supervisor reports; and
    d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

Evaluation and support systems established by the district must evaluate administrators on a regular cycle. The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

ORS 192.660(2),(8)
ORS 332.505
ORS 342.513
ORS 342.815
ORS 342.850
ORS 342.856
OAR 581-022-2405
OAR 581-022-2410
OAR 581-022-2420
Hanson v. Culver Sch. Dist. (FDAB 1975).

OSBA Model Sample Policy

Code: JFCEB
Adopted:

Personal Electronic Devices */**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student [possession or] use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)[1].

Except as otherwise provided in this policy, "personal electronic device" means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school's network infrastructure.[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

school issued school approved

Personal electronic devices may be used when use complies with the terms of:

1. The student's medical provider's order for the care and treatment of a medical condition;[3]

2. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);[4]

3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within 10 school days.[5]

must be stored during regular instructional hours.

Personal electronic devices [must be placed in district-provided pouches or storage] [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student's person or in the student's clothing] [may be stored on the student's person, but may not be used] during regular instructional hours.

---

[1] If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

[2] ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides "This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities."

[3] JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

[4] If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

[5] JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include {detention, Saturday school, a change to storage requirements, etc. {[6]}. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.[7] [Steps may include:

1. First Instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;

2. Second Instance of Noncompliance: the device will be temporarily confiscated and held and the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;

3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;

4. Beyond Third Instance of Noncompliance: In noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.{[8]}]

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices[9] that support academic activities and independent communications[10], except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

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[6] {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}

[7] For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

[8] {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

[9] The use of "personal electronic device" in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn't necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

[10] "Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed [with the superintendent] in accordance with KL-AR(1) – Public Complaint Procedure].

or designee

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

~~[This policy takes effect on January 1, 2026.]~~

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.840

Oregon Executive Order 25-09

OSBA Model Sample Policy

Code: KGBB
Adopted:

Firearms Prohibited

{Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). Senate Bill (SB) 554 (2021) allows districts to prohibit even those with concealed carry licenses from carrying firearms by adopting a policy and posting notice at entry points.
OSBA considers this policy to be conditionally required because if the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees, the district does not need to adopt this policy.}

No person on grounds of the schools controlled by the Board (including in school buildings), will possess any firearm[1], except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board.[2] Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials[3].

The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.

END OF POLICY

Update removes brackets.

Legal Reference(s):

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[1] "Firearm" has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

[2] See Senate Bill 554 (2021).

[3] ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

ORS 161.015
ORS 164.245
ORS 164.255
ORS 166.210 - 166.370
ORS 297.405
ORS 332.107
ORS 332.172
ORS 339.315

Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).
Senate Bill 554 (2021).

7.d. Update on Board Development Goals

8. Adoption of the Consent Calendar. BG- 1-3

8.a. Minutes of the Board

8.b. Human Resources

8.b.1. Board Personnel Action

Board Agenda — September 8, 2026 — Personnel Action

Licensed Hires(s):

Trevor Brittsan	Language Arts Teacher/Toledo Jr-Sr High
Allyson Longueira	Science Teacher/Taft 7-12
Julie Read	Grade 4 Teacher
Barbie Windsor	Special Education Teacher

Temporary Licensed Hires(s):

Jakob Fulbright	Math Teacher/Newport High
Zach Wood	Math-Electives Teacher/Toledo Jr-Sr High

Classified Hires(s):

Diane Berens	Instructional Assistant/Oceanlake
Bailey Browne	Special Education Teaching Asst II/Taft Elementary
Katie Coy	Special Education Teaching Asst II/Waldport High
Tiffany Crowder	Instructional Asst/Toledo Elementary
Evelyn Gomez	Bilingual Customer Service Coordinator/Yaquina View
Christine Knauss	Special Education Teaching Asst II/Taft Elementary
Amy Mertell	Special Education Teaching Asst II/Taft 7-12
Patty Tagg	Instructional Assistant/Sam Case
Dylan Whitmore	Information & Records Clerk IV/Taft 7-12

Coach Hires(s):

Hannah Davies	Assistant Girls Soccer/Taft 7-12
Mat Hutchinson	Football/Newport Middle
Dustin Vandehey	MS Football/Waldport High
Brian Scruggs	MS Football/Taft 7-12

Tara Messner	Volleyball/Newport Middle

Resignation(s):

Valerie Bates	Special Education Teacher Toledo Jr-Sr High	Resignation 8/25/2023 – 8/7/2026
Leeann Bennett	ESOL Teacher Toledo Area/Waldport Area	Resignation 8/28/2020 – 6/30/2026
Melissa Cairney	Media and Technology TA Toledo Elementary School	Resignation 10/8/2018 – 6/30/2026
Beth Latta	Title Teaching Asst Toledo Elementary	Resignation 3/11/2025 – 6/30/2026
Andrew Musick	Attendance Advisor TLC	Resignation 8/24/2023 – 6/30/2026
Jutta Pearce	ESOL Teacher Yaquina View	Resignation 1/27/2023 – 8/20/2026
Jadyn Pope	Special Education Teaching Asst II Waldport High	Resignation 8/29/2025 – 6/30/2026
Luis Reyes	Bilingual Customer Service Coordinator Yaquina View	Resignation 1/8/2024 – 6/30/2026
Lauren R Taylor	Information & Records Clerk IV Taft 7-12	Resignation 9/28/2020 – 8/28/2026
Stella Trimmer	Early Childhood Teaching Asst Crestview Heights	Resignation 8/31/2023 – 6/30/2026

8.c. Board

8.c.1. Policy Updates - AC, CBG, EBB, EBBA, GBA, IGBB, IGBBA, IGDJ, IK, JGE, KNA, LBEA

Code: AC
Adopted: 3/11/08
Revised/Readopted: 6/14/16 (Effective 7/01/16);
5/08/18; 11/12/19; 12/14/21; 10/10/2023; 9/8/26
Orig. Code: AC

Nondiscrimination and Civil Rights

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race[1], color, religion, sex[2], sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

''The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

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[1] Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. "Race" also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001.

[2] 34 CFR § 106.10 provides "discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity."

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and

2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The Human Resources Director is the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;

2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;

3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:

    a. The notice of nondiscrimination[3] required by OAR 581-021-0045; and
    b. The district written complaint process for making reports of discrimination.

4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;

5. Provide guidance to district staff on civil rights issues in the district;

6. Respond to questions and concerns about civil rights in the district;

7. Coordinate efforts to prevent civil rights violations from occurring in the district; and

8. {[4]}Satisfy the following training requirements:

    a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):

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[3] The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

[4] {OAR 581-021-0655(3)(a) requires the district adopt a policy including the requirements in OAR 581-021-0660, including the training requirements referenced and listed here. The district can meet this requirement by choosing either of the two bracketed options.}

(1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
(2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
(3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
(4) Identifying discrimination and reports of discrimination;
(5) Responding to reports of discrimination;
(6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
(7) Preventing discrimination in public school programs and activities;
(8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
(9) Tracking and documenting reports of discrimination.

b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:

(1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
(2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
(3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
(4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.[5]

END OF POLICY

Legal Reference(s):

[5] Training must first be completed by June 30, 2025.

ORS 174.100
ORS 192.630
ORS 326.051(1)(e)
ORS 332.505
ORS 408.230
ORS 659.805
ORS 659.815
ORS 659.850 - 659.860
ORS 659.865
ORS 659A.001
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.040
ORS 659A.103 - 659A.145
ORS 659A.230 - 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.321
ORS 659A.409
OAR 581-021-0045
OAR 581-021-0046
OAR 581-021-0047
OAR 581-021-0650 - 0665
OAR 581-022-2310
OAR 581-022-2370
OAR 581-075-0001 - 075-0005
OAR 581-075-0901
OAR 839-003

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Code: CBG
Adopted: 7/08/02
Revised/Readopted: 6/14/16 (Effective 7/01/16); 3/13/18;
9/8/26
Orig. Code: CBG

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the superintendent's job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public.[1] Such an executive session will not include a general evaluation of any district goal, objective or operation or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.107
ORS 332.505

OAR 199-040-0027
OAR 199-040-0030
OAR 581-022-2405

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[1] Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

a. Identification of the Board;
b. The time, date and location of the meeting;
c. The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
d. Information on how the superintendent may make a request for an open hearing.

Hanson v. Culver Sch. Dist. (FDAB 1975).

Code: EBB
Adopted: 2/14/12
Revised/Readopted: 6/14/16 (Effective 7/01/16);
9/8/26
Orig. Code: EBB

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the Board shall adopt an integrated pest management plan (IPM){[1]} which emphasizes the least possible risk to students, staff and community members and shall adopt a list[2] of low-impact pesticides for use with the IPM plan. The IPM plan and list shall be available to the public through the district's website[3].

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:

   a. Protect the health and safety of students and staff;
   b. Protect the integrity of district buildings and grounds;
   c. Maintain a productive learning environment; and
   d. Protect local ecosystem health.

2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;

3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;

4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;

5. Evaluates the need for pest control by identifying acceptable pest population density levels;

6. Monitors and evaluates the effectiveness of pest control measures;

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[1] {See Integrated Pest Management Program for Oregon Schools at http://blogs.oregonstate.edu/schoolipm/. The program includes access to Resources & Forms including Model plans for large school districts and small school districts.}

[2] See ORS 634.705(5).

[3] Inclusion of the list and IPM in the district's Healthy and Safe Schools Plan satisfies this requirement as long as it is posted on the district's website.

7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;

8. Excludes the application of pesticides for purely aesthetic purposes;

9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;

10. Gives preference to the use of nonchemical pest control measures;

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and

12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The [insert position title] is designated as the Integrated Pest Management Plan Coordinator and has the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;

2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;

3. Oversee pest prevention efforts;

4. Ensure identification and evaluation of pest situation;

5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;

6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;

7. Evaluate pest management results;

8. Keep for at least four years following the application date, records of applied pesticides that include:

    a. A copy of the label;
    b. A copy of the Safety Data Sheet (SDS);
    c. The brand name and U.S. Environmental Protection Agency (USEPA) registration number of the product;
    d. The pest condition that prompted the application;
    e. The approximate amount and concentration of pesticide applied;
    f. The location and description of the area where the pesticide was applied;
    g. The type of application and whether the application was effective;
    h. The name(s) of the person(s) applying the pesticide;

i. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
j. The dates and times for the placement and removal of warning signs; and
k. Copies of all required notices given, including the dates the IPM Coordinator(s) gave the notices.

9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints; and

10. Conduct outreach to district staff about the district's IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan.[4] The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

Legal Reference(s):

ORS 634.116
ORS 634.700 - 634.750

[4] For IPMs adopted prior to January 1, 2026, the Board shall review, update and readopt the IPM no later than January 1, 2027, or five years from the date of the most recent approval of the plan, whichever is later.

Code: EBBA
Adopted: 7/09/02
Revised/Readopted: 6/14/16 (Effective 7/01/16);
9/8/26
Orig. Code: EBBA

Student Health Services */**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will[1]:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;

2. Refer to available communicable disease prevention and management plan that includes school-level protocols[2];

3. Outline a district-to-school communication plan[3];

4. Provide information about health screenings, including immunizations and TB certificate requirements;

5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed[4];

6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;

7. Describe how hearing, vision and dental screenings are managed and/or verified for required students[5];

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[1] For exact language and complete requirement, see OAR 581-022-2220(1).

[2] For specific protocol content requirements, see OAR 581-022-2220(1)(b).

[3] For requirements of this plan see OAR 581-022-2220(1)(c).

[4] For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

[5] For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school[6];

9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids[7];

10. Refer to adopted policy and procedures for medications in accordance with Oregon law[8];

11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities[9].

12. List the positions in the district which shall be required to obtain and maintain a first-aid/CPR/AED card in accordance with OAR 581-022-2220(3).

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.[10]

An administrator or other staff who is not a nurse may supervise, evaluate or direct a school nurse or registered nurse for purposes related to the nurse's role as a school employee, including but not limited to assigning the nurse's work hours, locations and workload and other matters addressed through a collective bargaining agreement. An administrator may not direct the school nurse or registered nurse in the practice of nursing.

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

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[6] For definitions for this policy see ORS 336.201.

[7] OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

[8] Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

[9] For guideline requirements see OAR 581-022-2220(1)(k).

[10] For additional delegation requirements see OAR 851-047-0030.

[The district provides a menstrual product dispenser with a variety of products in every student bathroom[11] which meets the requirements of law.]

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 332.107
ORS 336.201
ORS 336.204
ORS 336.211 – 336.214ORS 342.458
OAR 581-021-0017
OAR 581-021-0031
OAR 581-021-0587
OAR 581-021-0590
OAR 581-022-2050
OAR 581-022-2220
OAR 581-022-2515

[11] ["Student bathroom" means a bathroom that is accessible by students, including a gender-neutral bathroom, a bathroom designated for females, and a bathroom designated for males. (OAR 581-021-0587)]

Every Student Succeeds Act, 20 U.S.C. § 7928 (2024).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2024).

Code: IGBB
Adopted: 6/15/10
Revised/Readopted: 6/14/16 (Effective 7/01/16);
9/8/26
Orig. Code: IGBB

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**)

The district will develop a written plan of instruction for talented and gifted students in accordance with law. that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);

2. Identifies and assesses special talented and gifted programs and services available in the district;

3. States goals related to providing such programs and services, including timelines for achievement;

4. Describes the programs and services intended to accomplish stated goals;

5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;

6. Describes how the district will evaluate progress of the plan; and

7. States the name and contact information for the district's talented and gifted coordinator.[1]

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing;

[1] For the list of complete requirements of the plan, see ORS 343.397(1).

leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 2. The superintendent or designee may choose to convene a committee in making a decision. The procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.

END OF POLICY

Legal Reference(s):

ORS 343.391 - 343.401
ORS 343.407 - 343.413

OAR 581-022-2325
OAR 581-022-2330

OAR 581-022-2370
OAR 581-022-2500

Code: IGBBA
Adopted: 6/15/10
Revised/Readopted: 6/14/16 (Effective 7/01/16);
11/12/19; 9/8/26
Orig. Code: IGBBA

Talented and Gifted Students - Identification**

In order to serve talented and gifted ("TAG") students in grades K through 12, the district directs the superintendent or designee after due consideration of the input of staff, parents and the community to establish an identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.

2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.

3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:

    a. Students who are racially/ethnically diverse;
    b. Students experiencing disability;
    c. Students who are culturally and/or linguistically diverse;
    d. Students experiencing poverty; and
    e. Students experiencing high mobility.

4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints and begin at Step 2 with the superintendent or designee the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.409
ORS 343.411
OAR 581-021-0030
OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

Code: IGDJ
Adopted: 7/09/02
Revised/Readopted: 6/14/16 (Effective 7/01/16);
10/8/19; 9/8/26
Orig. Code: IGDJ

Interscholastic Activities**

The Board recognizes the integral role interscholastic activities[1] play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization[2]. Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:

    a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
    b. Prohibit discrimination;
    c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
    d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;

2. Maintains a transparent complaint process that:

    a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
    b. Responds to a complaint made within 48 hours of the complaint being received; and
    c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;

3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

[1] Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

[2] Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{[3]}The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a high school equivalency program[4] that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

{[5]}District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district eligibility requirements of participation and those of the associated voluntary organization. The principal or designee is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal or designee shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the rules and regulations of the associated voluntary organization. The principal shall notify the superintendent or designee of conduct that violates the terms of this policy and report to the associated voluntary organization if required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of such policies, rules and/or regulations will be required to remunerate the district in the event fines are assessed as a result of their actions.

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[3] {This policy content is required practice but is not required policy language.}

[4] "High school equivalency program" means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

[5] {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.075(1)(e)
ORS 332.107
ORS 339.450 - 339.460
OAR 581-015-2255
OAR 581-021-0045 – 0049
OAR 581-022-2308(2)
OAR 581-026-0005
OAR 581-026-0700
OAR 581-026-0705
OAR 581-026-0710

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Code: IK
Adopted: 12/13/11
Revised/Readopted: 6/14/16 (Effective 7/01/16);
9/8/26
Orig. Code: IK

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students will be informed regularly, of their student's progress toward achieving the academic content standards, including but not limited to:

    a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
    b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
    c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
    d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.

2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;

3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude[or behavior]. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade.

4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

5. When no grades are given but the student is evaluated in terms of progress, the school staff will'' show whether the student is achieving course requirements at the student's current grade level;

6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

ORS 107.154
ORS 329.485
ORS 343.295
OAR 581-021-0022
OAR 581-022-2260
OAR 581-022-2270

Code: JGE
Adopted: 6/14/16 (Effective 7/01/16)
Revised/Readopted: 2/11/20; 9/8/26
Orig. Code: JGE

Expulsion**

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;

2. When other strategies to change the student's conduct have been ineffective, except that expulsion may not be used to address truancy; or

3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;

2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or

3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

The Board delegates the authority to decide on an expulsion to the superintendent.{[1]} The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the

{[1] The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.}

Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service[2] or by certified mail[3] at least [five] days prior to the scheduled hearing. Notice shall include:

    a. The specific charge or charges and the specific facts that support the charge or charges;
    b. A statement of intent to consider the charges as reason for expulsion;
    c. The student's right to a hearing;
    d. When and where the hearing will take place; and
    e. The student may be represented by counsel or other persons.

2. If the parent or student does not understand the English language, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student;

3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, parent or other person. The district's attorney may be present;

4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;

5. The student shall be permitted to be present and to hear the evidence presented by the district;

6. The hearings officer or the student may record the hearing;

7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;

8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

    a. The name of the minor student;
    b. The issues involved, including a student's confidential records;
    c. The discussion;
    d. The vote of Board members, which may be taken in executive session when considering an expulsion.

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[2] The person serving the notice shall file a return of service. (OAR 581-021-0070)

[3] When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.061
ORS 336.615 - 336.665
ORS 339.115
ORS 339.240
ORS 339.250
OAR 581-021-0050 - 021-0075

Code: KNA-AR
Adopted: 9/8/26
Revised/Readopted:
Orig. Code: KNA-AR

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

   Officer name: _____ Badge #: _____

   Agency: _____

   Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

   ☐ Request to enter school property
   ☐ Request to access school facilities or buildings
   ☐ Request to interview a student
   ☐ Request to interview staff member
   ☐ Request to locate a student
   ☐ Request to obtain student records
   ☐ Request to detain or take custody of an individual
   ☐ Other (describe): _____

5. Source of Authority for the request

   Authority cited by officer(s):

   ☐ Administrative Warrant
   ☐ Administrative Subpoena
   ☐ Judicial Warrant
   ☐ Judicial Subpoena
   ☐ Court Order
   ☐ Other Authority (describe): _____

   Document Presented? ☐ Yes ☐ No

   If yes, identify the document and any identifying numbers: _____

   Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent ☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes ☐ No ☐ Additional Legal Review Required ☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
Name	Title or Role	Contact Information
Name	Title or Role	Contact Information

How the Encounter Concluded

☐ Access to school property granted
☐ Access denied pending legal review
☐ Referred to Superintendent or Designee
☐ Other (describe): _____
☐ Referred to School Administrator
☐ Officers left without further action

Detailed summary of outcome:

_____

_____

_____

_____

_____

_____

Additional notes:

_____

_____

_____

_____

Follow-Up Actions

☐ Legal counsel notified
☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
☐ Law enforcement documentation copied and retained

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

Code: LBEA
Adopted: 2/9/21
Revised/Readopted: 9/8/26
Orig. Code: LBEA

Denial for Virtual Public Charter School Student Enrollment**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by November 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the calculated percentage is more than three percent, the district will not approve a student's enrollment to such a virtual public charter school.

A parent[1] must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice[2] within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;

2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculation at the time the intent to enroll was received by the district;

3. A list of two or more other online options available to the student; and

4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

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[1] "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

[2] If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

4. The number of home-schooled students residing in the district and who have registered with an educational service district; and

5. The number of students residing in the district enrolled in private schools located within the district.

A parent may appeal the district's denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 338.125
OAR 581-026-0305
OAR 581-026-0310

Code: GBA
Adopted: 9/20/11
Revised/Readopted: 6/14/16 (Effective 7/01/16); 12/14/21; 9/8/26
Orig. Code: GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race[1], color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition[2], age, veterans' status, service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability[3] if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be communicated to all students, parents of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific recruitment, interview and evaluation procedures necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities.

END OF POLICY

Legal Reference(s):

ORS 174.100
05
ORS 326.051
ORS 332.505
ORS 408.225 – 408.237
ORS 652.210 - 652.220
ORS 659.850
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.082
ORS 659A.109
ORS 659A.112
ORS 659A.147
ORS 659A.820
OAR 581-021-0045
OAR 581-022-2405
OAR 839-006-0435 - 0480

[1] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles, as defined in ORS 659A.001.

[2] [Certain protections related to pregnancy, childbirth or a related medical condition apply to employers who employ six or more persons (ORS 659A.106 and ORS 659A.148).] {Remove if district has six or more employees.}

[3] [Certain protections related to disability apply only to employers who employ six or more persons (ORS 659A.106).] {Remove if ESD has six or more employees.}

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2024).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2024).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2024); 29 C.F.R Part 1626 (2025).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2024).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2024); 34 C.F.R. Part 104 (2025).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2024).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2024).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, 4311 (2024).

Code: KNA
Adopted: 9/8/26
Revised/Readopted:
Orig. Code: KNA

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies.[1] The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook and on the district's website[2]. The district will ensure a copy of the Oregon Attorney General's Model Public School Policies[3] and this policy and accompanying administrative regulations are provided to staff.

Designation of Primary Point of Contact

The Deputy Superintendent{[4]} is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"{[5]}). The Student Services Administrator shall serve as an alternative point of contact during the immigration liaison's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;

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[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[2] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

[3] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[4] {House Bill 4079 (2026) requires the policy to "identify at least one administrator" for this purpose. The Board should consider whether a single administrator is sufficient for the district, or whether multiple administrators should be designated.}

[5] {The district can choose any title to use for this individual and should use it throughout this policy.}

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 7 and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the immigration liaison at the district office.

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority. {Districts may include resources available to those impacted by immigration enforcement actions.}

3. Notice must not disclose:

a. Personally identifiable information;
b. Other information that may not be legally disclosed; or
c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;

2. Workplace or hours of work;

3. School or school hours;

4. Contact information, including telephone number, electronic mail address or social media account information;

5. Known associates or relatives; and

6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information[6] that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);

2. The disclosure is required by a judicially authorized warrant, order, or subpoena;

3. The information being shared with a person concerns only that person or their dependents; or

4. The information is aggregated and not personally identifiable.

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[6] Citizenship or immigration status or country of birth information is any information concerning:
1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and

2. The training must be provided at the time of designation and at least once every two years thereafter.

{[7]}Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

[7] {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

8.c.2. Board & Superintendent Communication Agreement

Lincoln County School District

Board–Superintendent Communication Agreements

Purpose

These agreements outline how the Board of Directors and Superintendent will communicate to ensure effective governance, leadership, and student-centered decision-making.

Agreements

1. **Communication Channels**
    - The Superintendent is the primary point of contact between the Board and staff.
    - Requests for information flow through the Superintendent unless otherwise agreed.
    - The Board Chair, Vice-Chair, and Superintendent will serve as key liaisons for urgent or sensitive issues.
    - Board members may request an agenda item for future meetings by making the suggestion in a public meeting or by submitting their request directly to the Board Chair prior to the regularly scheduled Agenda Setting meeting with Board and District leadership.

2. **Transparency and Trust**
    - The Superintendent will keep the Board informed of emerging issues, challenges, and successes.
    - Board members will share concerns directly with the Superintendent, avoiding surprises in public meetings.
    - The Board will make decisions as a whole Board and only at officially noticed Board meetings.
    - The Board will follow Oregon Public Meeting Laws.

3. **Respectful Dialogue**
    - All communication and deliberation will be professional, respectful, and student-focused.
    - Personal disagreements will be addressed constructively, so as not to interfere with Board business.

4. **Confidentiality**
    - Executive session discussions and confidential personnel/student matters remain private.

- Sensitive information will not be shared with outside parties without authorization.

5. **Responsiveness**

    - The Superintendent will acknowledge Board requests promptly and provide timelines for follow-up.
    - Board members will respect staff time by limiting detailed requests to governance-related matters.
    - All parties commit to responding to communication within a reasonable timeframe (e.g., 48 hours).
    - The Board Chair will respond to group emails sent to the whole Board.

6. **Unified Voice**

    - Once Board action is taken, all members will support and communicate the decision publicly.
    - The Administration will clearly articulate Board actions and decisions to staff and the community.
    - The Board Chair will speak on behalf of the Board when authorized to do so.

These agreements will be reviewed annually during the Board retreat and updated as needed.

Acknowledgement

By signing below, the Board of Directors and Superintendent affirm their commitment to these agreements in the spirit of collaboration, respect, and service to the students and community of the Lincoln County School District.

Board Chair: _____ Date: _____

Board Member: _____ Date: _____

Board Member: _____ Date: _____

Board Member: _____ Date: _____

Board Member: _____ Date: _____

Superintendent: _____ Date: _____

9. Items of Information & Discussion
    9.a. Teaching & Learning
        9.a.1. Summer Learning
        9.a.2. Integrated Guidance Report

LINCOLN COUNTY
SCHOOL DISTRICT

25-26 Integrated Programs Annual Report Presentation

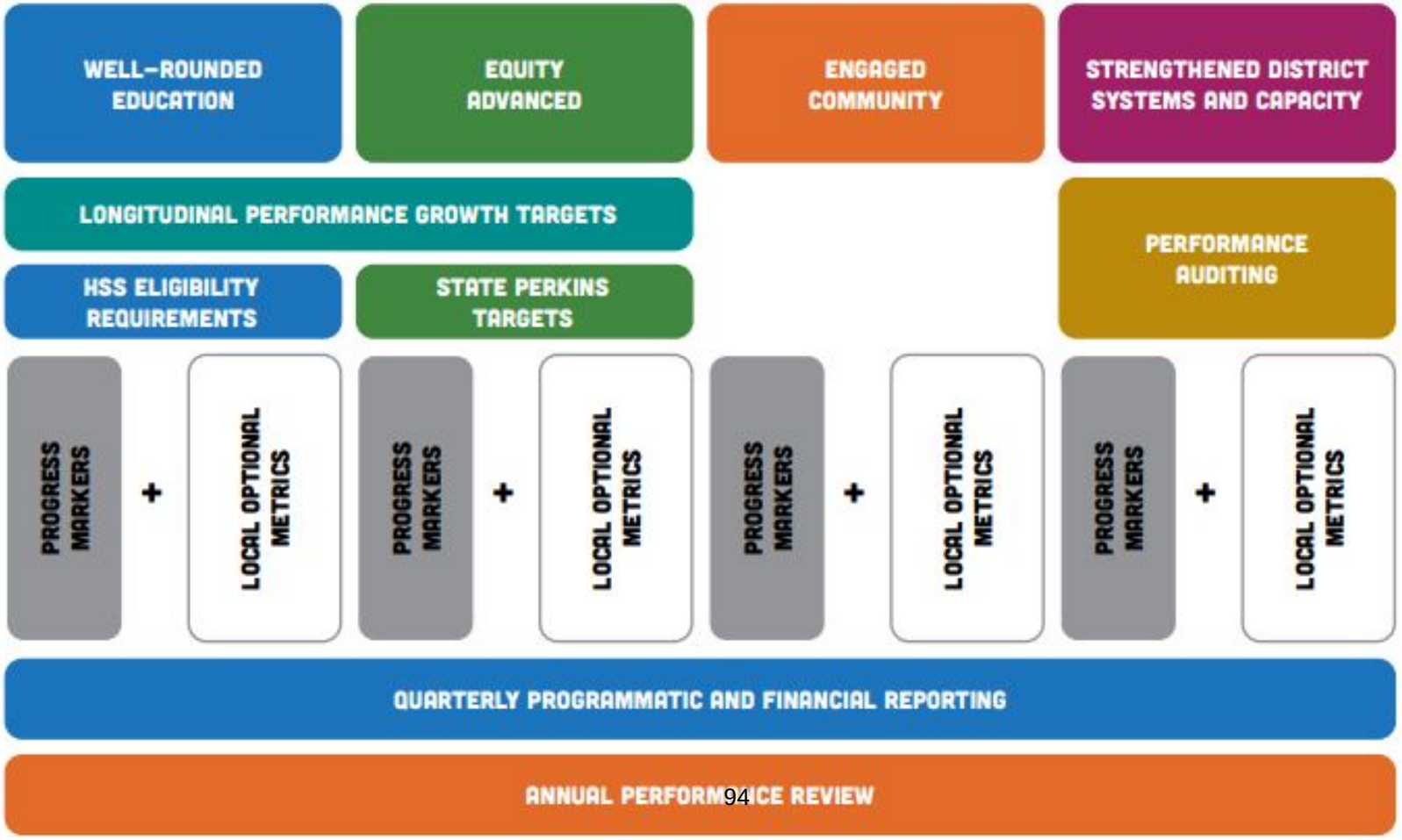
Lincoln County School District

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions (Optional inclusion of Progress Markers)

- Throughout the year, grant recipients have been asked to report expenditures and report on progress markers which will help inform overall progress on the annual report.

Summary of Integrated Programs Performance Measures



SIA Annual Report Requirements

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

Annual Report Narrative #1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

Math and reading benchmarks were reported to the Board throughout the year.

Schools shared specific improvement strategies at Board meetings.

Outcomes were used to to guide LPGTs.

Building and district teams analyzed all LOMs to choose one that would be most impactful for LCSD and the community.

Career and Workforce Readiness as a Local Optional Metric will support improving core academics while increasing opportunities for high leverage electives (CTE).

Annual Report Narrative #2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

LCSD has continued to experience challenges in improving the attendance rate.

During 2025-2026, Kindergarten attendance was isolated and reported monthly to the Board.

This isolation of Kindergarten attendance allowed LCSD staff to work specifically with families to improve school attendance behavior.

2026-2027: Early Attendance (K-2) will be monitored as a group.

Financials - 2025/26 SIA Expenditures

Planned	Actual	Difference	Description
$ 4,331,402	$ 4,072,537	$ 258,865	Staffing - Salaries, Subs, Benefits, & Contracted Srvcs
$ 362,873	$ 349,506	$ 13,367	Athletics - Pay to Play Fees & MS Coaches
$ 6,780	$ 6,114	$ 666	Supplies & Mileage
$ 2,500	$ 1,083	$ 1,417	Professional Development
$ 35,320	$ 22,247	$ 13,072	Technology & Curriculum
$ 27,107	$ 37,608	$ (10,501)	Communication & Family Nights
$ 4,765,982	$ 4,489,095	$ 276,887	**Total**

Carryover to 26-27

Must be spent by 6/30

Financials - 2025/26 SIA Eddyville Charter

Planned	Actual	Difference	Description
$ 261,980	$ 252,191	$ 9,789	Staffing - Salaries, Subs, Benefits, & Contracted Srvcs
$ 9,588	$ 6,305	$ 3,283	Indirect Cost @ 2.5% of EVS
$ 271,568	$ 258,496	$ 13,072	**Total**

Carryover to 26-27
Must be Spent by 6/30

Financials - 2025/26 HSS Expenditures

Planned	Actual	Difference	Description
$ 115,725	$ 100,866	$ 14,859	College & Career Readiness
$ 912,077	$ 561,008	$ 351,069	Dropout Prevention Strategies
$ 452,623	$ 424,328	$ 28,295	CTE Expansion
$ 54,184	$ 39,755	$ 14,429	Indirect Costs
$ 1,534,609	$ 1,125,957	$ 408,652	**Total**

Financials - 2025/26 CSI-TSI Expenditures

Planned	Actual	Difference	Description
$ 24,486	$ 19,088	$ 5,398	Waldport Middle School
$ 63,767	$ 61,867	$ 1,900	Newport High School
$ 48,652	$ 32,099	$ 16,553	Newport Middle School
$ 63,909	$ 63,909	$ -	Taft 7-12
$ 48,553	$ 48,748	$ (195)	Toledo Jr/Sr High
$ 25,087	$ 25,087	$ -	Eddyville Charter School
$ 25,734	$ 25,734	$ -	Siletz Valley Charter
$ 300,188	$ 276,532	$ 23,656	**Total**

Carryover to 26/27
Must be spent by 9/30

Financials - 2025/26 Early Literacy Expenditures

Planned	Actual	Difference	Description
$ 29,275	$ 31,193	$ (1,918)	Intervention Materials
$ 84,358	$ 74,929	$ 9,429	Professional Development
$ 191,924	$ 139,536	$ 52,388	High Dosage Tutoring
$ 11,183	$ 8,991	$ 2,192	Grant Indirect
$ 316,740	$ 254,649	$ 62,091	**Total**

Carryover to 26-27
Must be spent by 6/30

Financials - 2025/26 EIIS Expenditures

Planned	Actual	Difference	Description
$ 16,447	$ 9,745	$ 6,702	Synergy MTSS Module
$ -	$ 6,702	$ (6,702)	DESSA for Grades K-8
$ 16,447	$ 16,447	$ -	**Total**

Questions?

Thank You!

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

9.b.1. September Bond and Custodial Updates Report BG - 3

All Projects					
Project	**Location**	**Quarter**	**Funding Source**	**Status**	**Notes**
Toledo High CTE Culinary	East		HSS/CET	100%	
Toledo High Phone	East		Bond	100%	
Toledo High Blue Buttons	East		Bond	100%	
Toledo High Garden	East		Building Maintenance	100%	
Toledo High CTE: Videography	East		Bond	100%	
Toledo Elem Playshed roof replacement	East		Bond	100%	
Toledo Elem Tech Telecom Rooms	East		Bond	100%	
Toledo Elem Turf Play Field	East		Bond	100%	
Toledo Elem Gym Floor	East		Bond	100%	
Toledo Elem Gym Wall	East		Bond	100%	
Toledo Elem Bleacher	East		Bond	100%	
Toledo Elem Phone	East		Bond	100%	
Toledo Elem Blue Buttons	East		Bond	100%	
Toledo Elem Boiler	East		Bond	100%	
Early Child Relocation Rm 125	East		Building Maintenance	100%	
Early Child Relocation Playground	East		Early School Sucess/Bond	100%	
Newport High Retaining Wall	West		General/NHS Boosters	100%	
Newport High Turf Football/Soccer Field	West		CET	100%	
Newport High Metal Roof	West		Bond	100%	
Newport High Bleachers	West		Bond	100%	
Newport High Track	West		Bond	100%	Start 6/8
Newport High Phones	West		Bond	100%	
Newport High Blue Buttons	West		Bond	100%	
Newport Middle Parking lot light replacement	West		Bond	100%	
Newport Middle Bleachers	West	Spring/Summer	Bond	100%	
Newport Middle Boilers	West	Winter Break	Bond	100%	

Newport Middle Bathroom Remodel	West	Fall/Winter 25	Bond	100%	
Newport Middle Phones	West		Bond	100%	
Newport Middle Blue Buttons	West		Bond	100%	
Sam Case Old office & stage remodel	West	Fall 25	Bond	100%	
Sam Case Tech Telecom Rooms	West		Bond	100%	
Sam Case Hall	West		Bond	100%	
Sam Case Sound Pannels	West		Bond	100%	
Sam Case Swings	West		Bond	100%	
Sam Case Phones	West		Bond	100%	
Yaquina View Phones	West		Bond	100%	
Yaquina View Blue Buttons	West		Bond	100%	
Yaquina View SLC	West		Bond	100%	
Yaquina View Room 31 Air Handing Unit	West		Bond	100%	
Yaquina View Playshed	West		Bond	100%	Plans
Yaquina View Seismic	West		Seismic	10%	Starts 6/15
Taft High Blue Buttons wire pulled, intercoms	North	Winter Break	Bond	100%	
Taft High Carpet Replacement: 5 offices; Tile Replacement: Rooms 270 & 135	North		Bond	100%	
Taft High Office Remodel	North		Bond	100%	
Taft High Parking lot light replacement	North		Bond	100%	
Taft High Re-roof grandstand	North		Bond	100%	
Taft High Overhead Door	North		Bond	100%	
Taft High Concession Stand/Staff	North		Bond	100%	
Taft High Tech Telecom Room	North		Bond	100%	
Taft High Forestry	North		Bond	100%	
Taft High Theater	North	Summer-Winter '25	Bond	100%	
Taft High CTE: Art Room	North	Summer-Fall '25	Bond	100%	
Taft High Bleacher	North		Bond	100%	
Taft High Clocks	North		Bond	100%	
Taft High Track	North	June 1	Bond	100%	

Taft High Phone	North		Bond	100%	
Taft Elem 10-room asbestos abatement - carpet or tile removed and new VCT or carpet installed	North		Bond	100%	
Taft High Stage Curtain Install	North		Bond	100%	
Taft High Structure Welding Stage	North		Bond	100%	
Taft High Heating Vents -Stage	North		Bond	100%	
Taft Elem Bathroom Remodel	North		Bond	100%	
Taft ElemTech Telecom Room	North		Bond	100%	
Taft Elem Tiles	North		Bond	100%	
Taft Elem Music Room	North	May 1	Bond	100%	
Taft Elem Bleacher	North		Bond	100%	
Taft Elem Phones					
Taft Elem Blue Buttons					
Oceanlake Blue Buttons wire pulled, intercoms	North	Winter Break	Bond	100%	
Oceanlake Phoones				100%	
Oceanlake Swings	North		Bond	100%	
Oceanlake Turf	North		Bond	100%	
Oceanlake Playshed	North		Bond	100%	
Oceanlake Phone	North		Bond	100%	
Waldport High Blue Buttons wire pulled	South	Fall 25	Bond	100%	
Waldport Phones	South		Bond	100%	
Waldport High Sewer contractor at top of hill in west parking bay	South	Fall 25	City of Waldport	100%	
Waldport High Kitchen	South	Summer 25	Bond	100%	
Waldport High Forestry Phase 1	South	Summer 25	Grant/CET	100%	building interior planning
Waldport High Forestry Phase 2	South		Bond	100%	
Waldport High Baseball/Softball Bathroom	South	Fall 25	Bond	100%	
Crestview Phones	South		Bond	100%	
Crestview Blue Button	South		Bond	100%	
Crestview Roof Part 2	South		Bond	100%	
Crestview Roof Part 3	South		Bond	100%	

Crestview Siding	South		Bond	100%	
Crestview Bleacher Motor	South		Bond	100%	
Crestview Boiler	South	Summer 26	Bond	100%	Tom Stevens Boiler Repair
Crestview Turf Field	South		Bond	100%	
Crestview Playground	South	Summer 26	Bond	100%	
Auditoriums - WHS, TOHS, NHS: Architects and staff are working with Carlson Geotechnical on exploration at each site. Estimate on completion 9/1/2027	West; East; South	Fall 27 RPF 12/10/2026	Bond		
Auditoriums - WHS, bore to OCCC complete tree demo	South		Bond	2%	
Auditoriums - TOHS, Interior starts 6/15 and exterior 7/1	East		Bond	10%	
Auditoriums - NHS: Bid package out for Phase 1, Excavation/RAP Piers/Drainage	West		Bond	20%	

In Progress Projects					
Project	**Location**	**Quarter**	**Funding Source**	**Status**	**Notes**
TOHS Elevator	East		Bond	10%	
	East				
	East				
	West				
Yaquina View Playshed	West		Bond	90%	
Newport Middle Generator	West	Summer 26	PIER		New generator eta June
TAES Painting - Interior	North		Bond	5%	
	North		Bond		
Taft High Painting - Interior	North		Bond	5%	
Crestview Fire Alarm System	South		Bond		
Crestview Painting - Exterior	South		Bond		
Auditoriums -			Bond		
*All have been awarded CM/GC contracts - subject to pricing.			Bond		
*All 3 are doing their 1st round of pricing due 3/9/2026			Bond		
Glas has an independent estimator that is estimating also. Due 3/9/2026 We will then compare			Bond		
If all goes well:			Bond		
TOHS- Todd Construction - Tigard	East		Bond	10%	
*Start excavation in July. Plan to have foundation due by 11/1/2026			Bond		
NHS - Fortis Construction - Portland	West		Bond	20%	
Phase I price in price - Excavation/RAP Pier/Drainage	West		Bond		
Phase II Foundation to bid 7/15	West				
WHS - DSL Builders LLC - Salem	South		Bond	2%	
*Start in Sept 26'					

Summer '26 Projects							
Project	**Location**	**Quarter**	**Funding Source**	**Status**	**Notes**		
Toledo High CTE: Videography	East		Bond	100%			
Toledo High Blue Buttons	East		Bond	100%		make sure all on completed	
Toledo High Phone System	East		Bond	100%			
Toledo Elem Bleacher	East		Bond	100%			
Toledo Elem Gym Walls	East		Bond	100%			
Toledo Elem Phone System	East		Bond	100%			
Toledo Elem Blue Buttons	East		Bond	100%			
Toledo Elem Boiler	East		Bond	100%			
Toledo Elem Playground Resurfacing	East		Bond	100%			
Toledo Elem Painting - Exterior	East		Bone	100%			
Newport High Bleachers	West		Bond	100%			
Newport High Phones	West		Bond	100%			
Newport High Blue Buttons	West		Bond	100%			
Newport Middle Phones	West		Bond	100%			
Newport Middle Blue Buttons	West		Bond	100%			
Newport Middle Playground Resurfacing	West		Bond	100%			
Newport Middle Painting-Exterior	West		Bond	100%			
Newport Middle Fire Alarm System	West		Bond	100%			
Sam Case Phones	West		Bond	100%			
Sam Case Playground Resurfacing	West		Bond	100%			
Yaquina View Phones	West		Bond	100%			
Yaquina View Blue Buttons	West		Bond	100%			
Yaquina View Playshed	West		Bond	90%			
Yaquina View Seismic	West		Grant	100%			
Yaquina View Playground Resurfacing	West		Bond	100%			
Taft High Art Room (CTE)	North		Bond	100%			
Taft High Bleacher	North		Bond	100%			
Taft High Phones	North		Bond	100%			
Taft High Blue Buttons	North		Bond	100%			
Taft High Painting - Exterior	North		Bond	100%			
Taft Elem Music Room	North		Bond	100%			
Taft High Art Room (CTE)	North		Bond	100%			
Taft Elem Phones	North		Bond	100%			

Taft Elem Blue Buttons	North		Bond	100%			
Taft Elem Playground Resurfacing	North		Bond	100%			
Taft Elem Bleachers	North		Bond	100%			
Taft Elem Painting - Exterior	North		Bond	100%			
Oceanlake Play Shed	North		Bond	100%			
Oceanlake Phones	North		Bond	100%			
Oceanlake Blue Buttons	North		Bond	100%			
Oceanlake Playground Resurfacing	North		Bond	100%			
Oceanlake Painting - Exterior	North		Bond	100%			
Crestview Turf Field	South		Bond	100%			
Crestview Playground Resurfacing	South		Bond	100%			
Crestview Phones	South		Bond	100%			
Crestview Blue Buttons	South		Bond	100%			
Crestview Fire Alarm System	South		Bond	100%			
Crestview Painting - Exterior	South		Bond	100%			
Crestview Bleachers	South		Bond	100%			
Waldport High Forestry (CTE)	South		Bond	100%			
Waldport High Phones	South		Bond	100%			
Waldport High Phones	South		Bond	100%			
Auditoriums -			Bond				
*All have been awarded CM/GC contracts - subject to pricing.			Bond				
*All 3 are doing their 1st round of pricing due 3/9/2026			Bond				
Glas has an independent estimator that is estimating also. Due 3/9/2026 We will then compare			Bond				
If all goes well:			Bond				
TOHS- Todd Construction - Tigard	East		Bond	10%			
*Start excavation in July. Plan to have foundation due by 11/1/2026			Bond				
NHS - Fortis Construction - Portland	West		Bond	20%			
Phase I price in price - Excavation/RAP Pier/Drainage	West		Bond				
Phase II Foundation to bid 7/15	West						
WHS - DSL Builders LLC - Salem	South		Bond	2%			
*Start in Sept 26'							

Complete Projects					
Project	**Location**	**Quarter**	**Funding Source**	**Status**	**Notes**
Toledo High Culinary CTE	East		HSS/CET	100%	
Toledo High CTE: Videography	East		Bond	100%	
Toledo High Phone	East		Bond	100%	
Toledo High Garden	East		Building Maintenance	100%	
Toledo High Blue buttons	East		Bond	100%	
Toledo Elem Playshed roof replacement	East		Bond	100%	
Toledo Elem Tech Telecom Rooms	East		Bond	100%	
Toledo Elem Turf Play Field	East		Bond	100%	
Toledo Elem Phone	East		Bond	100%	
Toledo Elem Blue Buttons: wire pulled, intercoms	East		Bond	100%	
Toledo Elem Gym Floors	East		Bond	100%	
Toledo Elem Beacher	East		Bond	100%	
Toledo Elem Gym Walls	East		Bond	100%	
Toledo Elem Boiler	East		Bond	100%	
Toledo Elem Playground Resurfacing	East		Bond	100%	
Toledo Elem Painting - Exterior	East		Bone	100%	
Early Child Relocation Rm 125	East		Building Maintenance	100%	
Early Child Relocation Playground	East		Early School Sucess/Bond	100%	
Newport High Retaining Wall	West		General/NHS Boosters	100%	
Newport High Turf Football/Soccer Field	West		CET	100%	
Newport High Metal Roof - Boiler Room	West		Bond	100%	
Newport High Bleachers	West		Bond	100%	
Newport High Phones	West		Bond	100%	

Newport High Blue Buttons	West		Bond	100%	
Newport High Bleacher Demo	West		Bond	100%	
Newport Middle Parking lot light replacement	West		Bond	100%	
Newport Middle Phones	West		Bond	100%	
Newport Middle Boilers	West		Bond	100%	
Newport Middle Bathroom	West		Bond	100%	
Newport Middle Blue Button	West		Bond	100%	
Newport Middle Playground Resurfacing	West		Bond	100%	
Sam Case Phones	West		Bond	100%	
Sam Case Tech Telocom Rooms	West		Bond	100%	
Sam Case Hall	West		Bond	100%	
Sam Case Sound Pannels	West		Bond	100%	
Sam Case Old office remodel/Stage	West		Bond	100%	
Sam Case Swings	West		Bond	100%	
Sam Case Playground Resurfacing	West		Bond	100%	
Yaquina View SLC	West		Bond	100%	
Yaquina View Playshed	West		Bond	100%	
Yaquina View Room 31 Air Handing Unit	West		Bond	100%	
Yaquina View Phones	West		Bond	100%	
Yaquina View Blue Buttons	West		Bond	100%	
Yaquina View Seismic	West		Grant	100%	
Yaquina View Playground Resurfacing	West		Bond	100%	
Taft High Blue Buttons Wire Pulled, intercom	North		Bond	100%	
Taft High Carpet Replacement: 5 offices; Tile Replacement: Rooms 270 & 135	North		Bond	100%	
Taft High Office Remodel	North		Bond	100%	
Taft High Parking lot light replacement	North		Bond	100%	

Taft High Re-roof grandstand	North		Bond	100%	
Taft High Overhead Door	North		Bond	100%	
Taft High Concession Stand/Staff	North		Bond	100%	
Taft High Tech Telecom Room	North		Bond	100%	
Taft High Forestry	North		Bond	100%	
Taft High Clocks	North		Bond	100%	
Taft High Stage Curtain Install	North		Bond	100%	
Taft High Structure Welding Stage	North		Bond	100%	
Taft High Heating Vents -Stage	North		Bond	100%	
Taft High Blue buttons	North		Bond	100%	
Taft High Phone	North		Bond	100%	
Taft High Bleachers	North		Bond	100%	
Taft High Theater	North		Bond	100%	
Taft High Art Room (CTE)	North		Bond	100%	
Taft Elem 10-room asbestos abatement - carpet or tile removed and new VCT or carpet installed	North		Bond	100%	
Taft ElemTech Telecom Room	North		Bond	100%	
Taft Elem Tiles	North		Bond	100%	
Taft Elem Music Room	North		Bond	100%	
Taft Elem Phones	North		Bond	100%	
Taft Elem Blue Buttons	North		Bond	100%	
Taft Elem Bleachers					
Taft Elem Bathroom Remodel	North		Bond	100%	
Taft Elem Playground Resurfacing	North		Bond	100%	
Oceanlake Swings	North		Bond	100%	
Oceanlake Turf Play Field	North		Bond	100%	
Oceanlake Blue Buttons	North		Bond	100%	

Oceanlake Phones	North		Bond	100%	
Oceanlake Blue Buttons	North		Bond	100%	
Oceanlake Playshed	North		Bond	100%	
Waldport High Sewer - To Animal Shelter	South		City of Waldport	100%	Sewer pump is turned over to City of Waldport
Waldport High Kitchen	South		Bond	100%	
Waldport High Forestry Phase 1	South		Grant/CET	100%	building interior planning
Waldport High Forestry Phase 2	South		Bond	100%	
Waldport High Baseball/Softball Batroom	South		Bond	100%	
Waldport High Phones	South		Bond	100%	
Waldport High Blue Buttons	South		Bond	100%	
Crestview Roof Part 2	South		Bond	100%	
Crestview Roof Part 3	South		Bond	100%	
Crestview Siding	South		Bond	100%	
Crestview Bleacher Motor	South		Bond	100%	
Crestview Boiler	South		Bond	100%	
Crestview Phones	South		Bond	100%	
Crestview Blue Buttons	South		Bond	100%	
Crestview Bleachers	South		Bond	100%	Motor Only

Monthly Report

Summer Recap 2026

Lincoln County School District



sodexo AT SCHOOL

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Highlights / Recap

Summer project season in a bond year was full of its challenges. Our entire Sodexo team went above and beyond to insure all timelines were met and projects completed.

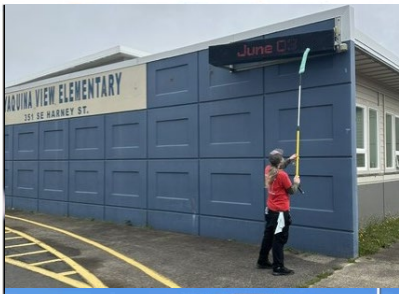
- LCSD Tech & Sodexo: new TV installs
- All Schools deep cleaning and new floor finish
- Donating time to clean up after school events in summertime, e.g.- Football camps and Music events
- Vapes from schools disposed of properly.
- Invested in new floorcare machines
- Hired new Operations Manager: Joshua Thomas
- Cleaned summer school rooms nightly.
- Yaquina View Ele. finishing floors (construction area), construction clean and moving furniture back into classrooms. (all Sodexo employees helped)
- Construction clean Toledo High School cafeteria. Repaired section of gym floor.
- Implemented new floor stripping safety policy.
- Filters changed.













Highlight Pictures

New room at Toledo High school



Classroom Toledo High School









Highlight pictures

NHS classroom









Highlight pictures

NHS hallway









Highlight pictures

Oceanlake Ele. classroom









Highlight pictures

Oceanlake hallway









Highlight pictures

Taft Elementary









Taft Elementary Classroom



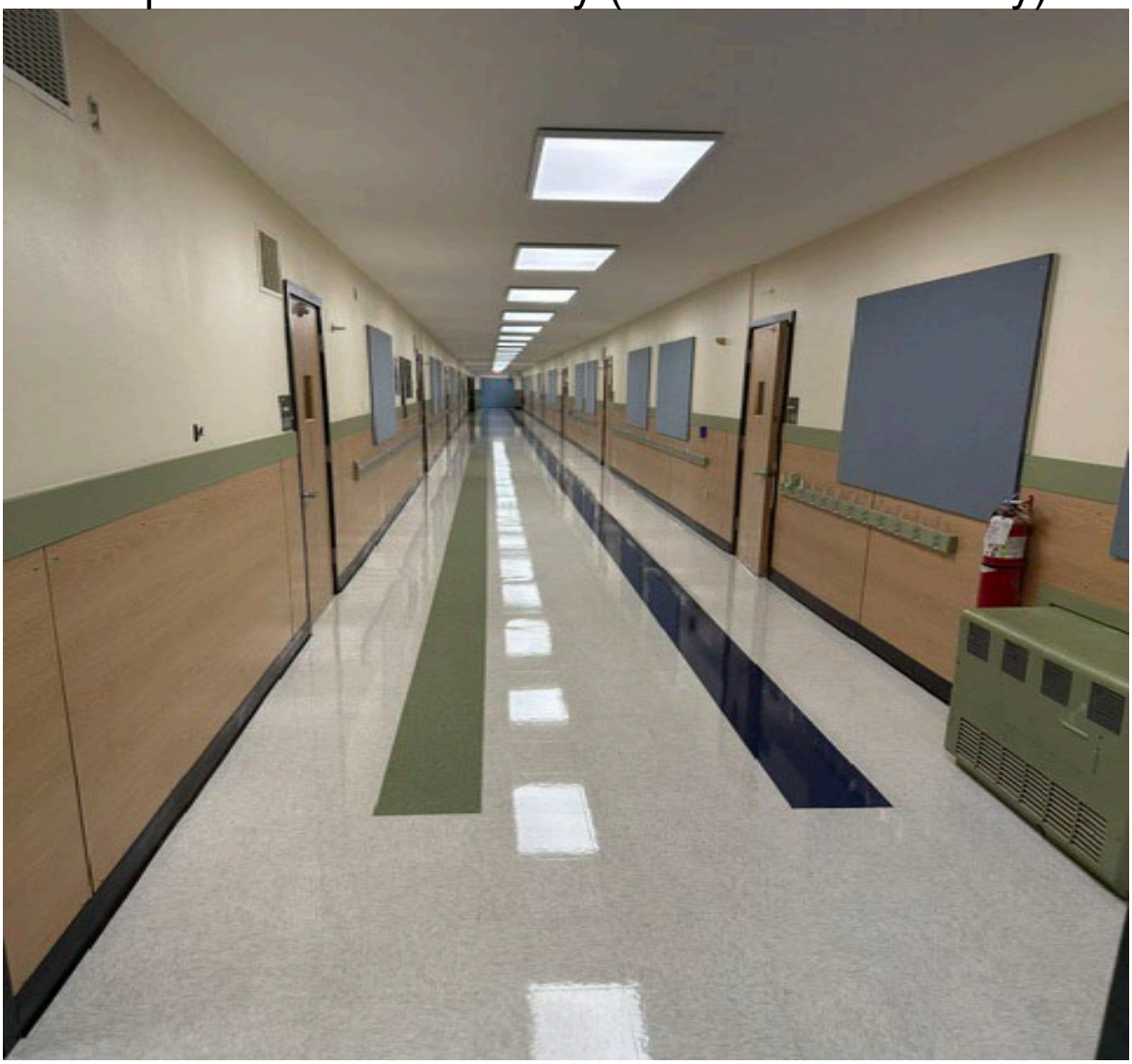






Highlight pictures

Yaquina View Elementary (construction hallway)









Highlight pictures



Yaquina View Elementary new tile floors









Highlight pictures

Waldport High School classroom









Highlight pictures

Waldport Highschool hallway









Safety, Training, & Recognition

OSHA-compliant Monthly Safety and Development Training

Monthly Safety Training

- Sept. Slips, Trips & Falls
- Zero Harm- All complete for year
- 3 Checks for Safety

Staff Development Training

- wet weather actions for start of school
- Blue button training
- Training new floor stripping safety policy

Safety Inspections / Observations

- Inspections Completed – 0
- Safety Meetings-1
- Safety Bingo Winner- 0
- Summer Injuries- 0 YTD- 0

Focus Area!

3 Check for Safety

- ✓ **Do I know my job?**
- ✓ **Do I have the right equipment?**
- ✓ **Is my environment safe?**

Employee Spotlight



All Employees that worked weekend shifts in August to make sure schools would open on time.

*Bobby Forshee, Justin Hallet, Jesus Ambriz, Jason Jones, Kim Meza, Brooke Hummel, Darren Schwab, Jackie Tanore, Paul Boeder, Terrence Chavez, Bobbie Collins, Jackie Woodall, Kaden Hernandez, Marta Rodriguez, Yara Cruz, Joe Currie

Project Updates

Completed/ongoing Projects

- Construction cleans YV and Tol.HS
- New floor stripping policy
- Monthly Safety training
- New hire training
- All schools cleaned and fresh wax
- New Operations manager hired

Upcoming Projects

- Sept. quality inspections
- Onboard training new operations manager
- Setup admin monthly meetings
- Fix spot on NHS gym floor
- Re-unitize Tol.HS 1st and 2nd shift schedules
- Asset inventory FY: 2027



9.c. Board

9.c.1. Public Comment (This time is reserved for general public comment to the Board). BG-4

9.d. Other

9.d.1. Meeting Takeaways

9.d.2. Reminders/Announcements

9.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.