LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
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Board of Directors
NOTICE OF A BOARD MEETING
Work Session of the Board

Date	**Tuesday, September 22, 2026**
Time	**5:00 PM**
Place	**Taft 7-12, 3780 SE Spy Glass Ridge Dr, Lincoln City, OR 97367**

The Lincoln County School District Board of Directors has scheduled a Work Session of the Board of the Board beginning at 5:00 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 – Work Session of the Board
Tuesday, September 22, 2026 - 5:00 PM
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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.

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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. Area Report. BG-1

Taft 7-12 School Improvement Plan

100 Day Plan/TAFT TFI 2026-27

Academic Engagement

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

- Taft MS will increase the OSAS ELA scores by 5%; 7th grade will increase to 34% and 8th grade will increase to 40%.
- Taft MS will increase OSAS math scores by 10%; 7th will increase to 28% and 8th will increase to 31%.
- Taft HS will increase freshmen on track data by 5% to 87% and maintain a 90% graduation rate.
- Taft HS will increase their OSAS ELA by 5% to 44%
- Taft HS will increase OSAS Math scores by 10% to 25%.
- Career & Workforce Goal will grow by 10%

Strategies and Actions	Key Performance Indicators

1.1 Install and monitor systems to ensure all students are thriving
• Install and maintain district, building and grade level data teams (e.g., PLCs, 9th Grade Success, MTSS, Golden Hour) that make data-based decisions to plan robust instruction that maximizes student outcomes *(PM3 & 9)*
  ○ *Taft PLC Teams*
  ○ *9th Grade Success Team - Reading Focus*
  ■ *Action Plan will consist of daily reading interventions*
  ○ *MS Success Teams - iReady math data used for 7th and 8th for 6 week interventions*
• Ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements *(PM9)*
  ○ *Sam Hart - Push in Model/Co-teaching with 9th Grade LA and 10th Grade LA*
  ○ *Karissa Snelling - Push in Model/Co-teaching with 7th Grade, 8th Grade LA & 9th Grade Biology*
  ○ *ELD Courses designed to support 11th & 12th grade Academic Success*
  ○ *MS ELD Course designed to support language acquisition for ELD 1 & 2 student*
	• iReady Math K-8
	  ○ *Taft MS will increase and maintain the percentage of students at or above benchmark by 10% each year in math*
	• iReady Reading
	  ○ *Taft MS will increase the percentage of students at or above benchmark by 5% in reading*
	• Freshman On-track
	  ○ *Each LCSD high school will grow a minimum of 5% and reach 88.7% or higher.*

- Disaggregate the data of students with disabilities and multilingual learners to ensure the supports provided are resulting in ambitious growth
    - 7th & 8th Grade - iReady Diagnostic Math & Reading assessment
    - EasyCBM - Progress monitoring for all special education students
    - 9th grade - All students below grade level progress monitoring with EasyCBM (Possible)

1.2 Utilize robust, well-balanced assessment tools *(PM 13)*

- Utilize a comprehensive assessment system to assess student performance that includes universal screeners, progress monitoring, lesson mastery and diagnostic assessments following district guidelines.
    - MS - iReady, SBAC, SBAC Interim
    - HS - SBAC Interim, Local Performance Assessments, SBAC, Pre-ACT
    - 7th & 8th Grade - iReady Diagnostic Math & Reading assessment
    - EasyCBM - Progress monitoring for all special education students
    - 9th grade - All students below grade level progress monitoring with EasyCBM
- Provide ongoing support to ensure educators understand the purpose and benefit of assessment tools and can analyze and interpret the resulting data
    - PLC Teams - Ongoing data collection with teams focused on Common Formative Assessments
        - September - Determine Teams & Focus, Align with SLGG
    - PLC Teams - Established baseline assessment, mid-year assessment and end-of-year assessment

1.3 Plan and deliver research-based instruction with high-leverage teaching strategies

- Use an instructional framework for lesson planning that addresses high-leverage teaching aligned to district standards and guidance.
    - The Playbook - Focus: Strong Closing (Exit Tickets)
    - Monthly PD providing an in-depth look at high-leverage teaching strategies
- Use fidelity tools (walkthroughs, curriculum embedded) to identify systemic needs for teacher professional growth.
    - Beginning, Middle and End Walkthrough tool utilized to give feedback to teachers 5 to 7 times a year.
- Use digital resources with fidelity to advance learners' engagement with instruction *(PM 8)*
    - New Touch Screens - Phase 1 training in August
        - Training 4x (Ongoing) this year provide training to teachers

1.4 Ensure students have access to a well-rounded education

- Increase participation in CTE programs and broaden curricular options
    - Block Schedule has allowed for more sections of CTE courses
        - Culinary - 4 Foods Classes, 3 Culinary
        - Forestry - 2 Forestry 1, 2 Forestry 2, 2 Small Engines, 1 Woodshop

- **Interim Assessment**
    - *All core subject areas will utilize at least one Interim assessment for all grades 7-11th grade.*
- **12th Grade On-track**
    - *Taft high school will grow a minimum of 5% and reach 88.7% or higher.*
- **Co-curricular and Extracurricular Participation Rates**
    - *Taft high school will grow 5%*
- **Survey CTE Programs**
    - *Career and Workforce Readiness composite score will grow by 10% and reach 151 or higher*
- **Teacher Proficiency in Walkthroughs**
    - *90% proficient/ distinguished on Danielson Domain 3 (What Component - Drill down?)*

        - Digital Design - 2 Graphic Design, 2 Digital Design 1, 1 Digital Design 2, 1 Workplace Learning
            - HS Art - 3 Sections of HS Art
            - MS Art - 4 Sections
            - MS Steam - 4 Sections
- Align building schedules with state requirements and district goals. (8th Grade Math, Freshman Success Rate, Grad Rate)
    - MS Success Classes focused on 8th Grade Mathematics Interventions
    - 2 - HS Math Lab Sections
    - HS Success Classes focused on reading interventions
    - Local Performance Assessments embedded in all core subject areas utilizing the Interim Assessments
- Provide opportunities for college and career readiness activities and off-campus experiences that supplement classroom learning
    - Tiger Time Calendar - Evidence
        - College and Career Fair (Fall)
        - Professionals Day (Winter)
        - Job Fair (Spring)
        - Ongoing - College Visits, College Representatives
    - AVID Elective - 10th, 11th & 12th Grade
    - High Education Career Pathway Skills - College Applications, FASFA, Presenters
- Build student digital literacy, foster computational thinking, promote creativity and problem-solving, and empower students with the skills and opportunities to thrive in a diverse, technology-driven world
    - Tiger Time Calendar - Monthly Digital Citizenship Lessons provided to all students.

Wellness & Belonging

- Taft HS will increase their attendance from 47.4% to 52.4%
- Taft MS will increase their attendance from 63% to 68%

Strategies and Actions	Key Performance Indicators

2.1 Develop the knowledge, skill, and will of educators
 	
• Develop administrators, mentors, and coaches to provide teachers with timely, actionable feedback on high-leverage teaching strategies.
  ○ Walk-through - Teachers receive 5-7 walkthroughs each year with feedback.
• Collect and review classroom walkthrough data to inform professional growth at the individual, building, and district levels.
  ○ Data is shared with teachers 3 times a year
  ○ Data is used to drive professional development plan based on teacher feedback & walkthrough data
• Provide ongoing, job-embedded training focused on the Danielson Framework and supporting students' social-emotional
	• **Student Attendance Data**
	  ○ *Each school will increase and maintain the percentage of regular attenders by 5% or maintain 90% regular attendance.*
	• **Student Behavior Incident Data**
	  ○ *Each school will achieve an ideal PBIS triangle—where at least 80% of students respond to Tier 1 universal support, no more than 10-15% require*

needs.
    - Monthly - PBIS, Restorative Practices, and Behavioral PD provided by administration & teacher leaders
- Implement and monitor a comprehensive school counseling program aligned to ASCA standards.
    - Align Goals with Krista and Nate, Monthly Counselor Meetings
        - Small Groups
        - Individual Educational Planning

2.2 Install and monitor responsive systems to meet the needs of students and families

- Utilize quantitative student data and qualitative student perspectives to identify, analyze, and address barriers to educational goals. (PM 14)
    - BAG report, PBIS TFI 3.0, and Health Teen Survey
- Create safe, brave, and welcoming classrooms by actively elevating student voice and increasing celebrations of diverse student communities and learning. (PM 10)
    - TIGERS ROCK!!
        - MS Tiger Tickets
        - HS Active Tiger Awards
- Ensure a robust continuum of multi-tiered supports is available within each building to address students' social-emotional and mental health needs.
    - MTSS - B - Monthly Meeting with Licensed and Classified
    - MTSS - B & A - Bi-Monthly Meeting for both Middle School and High School
        - Academic/Working Lunch - NEW!

2.3 Welcome, accept, and affirm equitable practices that break down barriers and promote access

- Monitor and continually develop area teaming structures and services that wrap around students and families (school social workers, HSA, HELP program, nurses)
    - MTSS - B & A - Tier 3 Meeting once a month with team members to determine levels of services
- Utilize equity tools in continuous improvement cycles to prevent the disparate impact of policies, procedures, resource allocation, and practices. on historically marginalized populations *(PM 2)*

2.4 Create strong systems to engage with, support, and celebrate staff

- Increase opportunities for teacher leadership
    - 3 Administrative Interns, Teacher in Charge, Department or Gradeband Leads, MS Success Leads, ASB Lead, HS Success Lead
- Engage all staff in meaningful celebrations
    - Weekly Staff Meeting Shout Outs
- Implement staff-centered onboarding that includes mentorship

Tier 2 targeted interventions, and no more than 1-5% require Tier 3 intensive support, as measured by ODR/incident data.

➔ **Exclusions (Suspension Rate)**
- Decrease exclusions through use of behavioral interventions/supports, and trauma-informed and restorative practices
- Analyze exclusion rates by subpopulations (SPED, ELs, ethnicity, etc)

➔ **Teacher Proficiency in Walkthroughs**
- *90% proficient/ distinguished on Danielson Domain 2*

➔ **PBIS Student Climate Survey Data**
- *75% student participation in all grades*
    - *October Survey*
- Data analyzed and shared results
    - PBIS Staff Meeting (Licensed & Classified)

➔ **PBIS Staff Survey (SAS)**
- *80% staff participation*
- Data analyzed and shared results

- Genevive Gray - Instructional Coach for Mrs. Lopez & Mr. Wood
- Co-Teaching - Sam Hart with Mrs. Lopez

- Train supervisors on research-based retention practices
  - One Word - Presence
- Promote staff wellness activities and connectedness
  - Sun Shine Committee
    - Soup Wednesdays
    - Monthly Birthday Celebrations
    - Quarterly Woot Woot Cart
    - Fall Pumpkins
    - Winter Staff Hoopla
    - Secret Santa
    - End of the Year - Staff Party
    - ASB - Staff Wellness

Community Connection

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

Strategies and Actions	Key Performance Indicators
3.1 Establish and maintain two-way communication practices for all students, with attention to mobile students and primary family languages *(PM 5)*	➔ **Two-way communication:** ◆ *Synergy Contact Logs* ◆ *Conference Attendance Logs* ◆ *Individualized student/family meetings that foster support and collaboration.* ➔ **Site Council** ◆ *Publicly shared meeting minutes monthly* ➔ **PBIS School Climate Family Survey** ◆ *75% family/guardian participation collected during spring conferences* ◆ *Data analyzed and shared results* ➔ **Parent Conferences** ◆ *90% family/guardian participation in elementaries* ◆ *70% family/guardian participation in secondary*

• Consistently provide translation and interpretation services, including training on the usage of interpretation devices and communication applications like Apptegy and Synergy.
  ○ Staffing - Bilingual Customer Service, Secretary (Bi-lingual), 2.5 Bilingual Tutors
  ○ Hispanic Family Liaison - Communication Devices
• Communicate student progress, building, and district initiatives in culturally, linguistically, and developmentally appropriate ways to students, families, and community members *(PM 8)*
  ○ *Family and Cultural Nights multiple times a year.*
  ■ *Open House*
  ■ *Cultural Night Fall*
  ■ *Hispanic Family Night - Spring*
  ■ *Native American Night - Winter*
  ■ *STEM Showcase - Spring*
• Seek, gain, and act on the input and collaboration of students, families, and community members with respect to critical initiatives through at least three different methods.	

- Site Team (Monthly)
- Community Surveys (2 times a year)
- Family Nights (4 Times a year)
- Parent Teacher Conferences

3.2 Create places and learning conditions where every student and family member feels welcomed, valued, supported and integral to decision-making *(PM 15)*

- Ensure buildings provide positive communication and engagement with families at least four times per month using multiple modalities.
  - Facebook, Instagram, Apptegy, Synergy
- Elevate student agency and voice via quarterly student advisory groups with shared results. *(PM 6)*
  - *Anti-Racism Group - Monthly Meeting*
- Seek and communicate feedback from families and community partners to inform district spending and priorities at least two times per year.
  - Site Team
- Hire educators who represent our students' cultural and linguistic diversity
- Hold family nights, conferences, and events that empower families to provide meaningful input in their student's education.

3.3 Develop community relationships for staff, student, and community learning that are consistent, authentic, and ongoing *(PM 1)*

- Strengthen partnerships with community organizations and partners in order to collaboratively support student and family growth, learning, and well-being *(PM 11)*
  - Kiwanis, Rotary, Casino, SBMF, Parks & Rec, LCPD, LCFD,
  - Banners (30 Local Businesses)
  - Athletic Boosters
  - Senior Parent Group
- Engage students, families, and community members in planning informational sessions on topics of interest and review resource allocation in those areas on an annual basis. *(PM 12)*

- **Student Health Survey**
  - *90%of students in 6th, 8th, and 11th grade complete the survey*
  - *Schools and student leaders review results and participate in action planning.*
- **Family & Community Surveys**
  - *Data analyzed and shared results*
- **Community presentations**
  - *Opportunities for shared feedback*
- **Large-scale in-person events**
  - *One to two question data collected*
  - *Data analyzed and shared results*
- **Interpretation/Translation Requirements:**
  - *Conferences*
  - *Student Recognition Celebrations*
  - *Graduations*
  - *Family Information Nights*
  - *Concerts*
  - *Newsletters*
  - *Whole School Communication*

4. Board Professional Development Goals

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement. (2026-2027)

Success Criteria	Evidence
Enhance 3rd-grade ELA outcomes by increasing student proficiency on state assessments to a target goal of 33% Enhance 8th -grade Math outcomes by increasing student proficiency on state assessments to a target goal of 18.2% Achieve a ninth-grade on-track graduation rate of at least 87.7% Achieve a four-year graduation rate of at least 88.7% Achieve a five-year completion rate of at least 86.5% Achieve a Career & Workforce Readiness CTE composite score of at least 151 Cultivate student and family mental and emotional needs to achieve a regular attendance rate of at least 64.6% for grades K-2 and 64.5% for grades K-12.	Weekly Board updates aligned to Board Goal #1 Monthly Board packet data tracking sheet that includes annual, benchmark, semester, and monthly data points (as collected) Area reports aligned to one or more of the academic achievement goals Board member site visits with superintendent/administrators Quantitative classroom observation data Attendance Team reports

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. (2026-2027)

Success Criteria	Evidence
Increased playground accessibility	Bond project completion
Targeted gap closing for students being served in English Language Learner and Special Education programs	Board updates on gap closing metrics during benchmarking periods
Increased participation in CTE programs for students representing diverse populations	CTE enrollment trend data and composite score increases
Quarterly Equity Team meetings	Semiannual Equity Team updates to the Board
Specialized staff to support families, students, and staff to remove barriers to access to education	Annual IMPACT Report Community Presentations
Partnerships with community organizations to support diversity awareness and meet student and community needs (PFLAG, Arcoires)	Information sharing/gathering at community events
Increase staff diversity	Grow Your Own and hiring practice presentations, diversity efforts reporting

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

Success Criteria	Evidence
Monthly Budget Updates	Business Office documents in all major areas of District accounting on a monthly basis (Bond, General Fund, Special Revenue)
Successful Budget Adoptions (Annual and/or supplemental)	Board attendance at budget trainings, community budget meetings, Budget Committee meetings, Board Budget Adoption Business meetings
Bond Projects Implementation	Long-term Facility Committee Updates, Bond Project Manager Updates, Bond Site Tours
Technology Upgrades High Standard Cybersecurity Compliance	Bond project completion: infrastructure updates, camera systems, interactive displays Annual teacher presentations of hardware and software technology use with students Observations of teachers and students using hardware and software technology in the classroom, usage reports Complete E-RateNetwork Upgrades

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

Success Criteria	Evidence
LCSD will build strong relationships with families and the community as demonstrated by documenting a meaningful connection with 100% of families through two-way communication using a variety of strategies and modalities.	Building reports, monthly board updates, data tracking
Acknowledgement of volunteers and supporters	Thank you cards from Board members
Tom Moore Award Recognition	Area nominations
Board members attend at least two events in their area each year	Update of involvement shared during Board Updates at Regular Business Meeting
Increased student voice across LCSD	Student-led Indigenous Peoples' Day, Land acknowledgement reviews, student voice on Equity Teams, Student Leadership Lunches through Oregon Healthy Teen Survey
Board members attend 1 community meeting in their area each year (Rotary, Chamber, Kiwanis, City Council, etc.)	Report an update of information at community meeting and report back at LCSD Board meeting.
Staff recognition for special acheivemenets and years of service	Attend recongition events

Lincoln Co. School Board Goals for 2026-27

Establish a board performance and self-reflection cycle

1. *The goal:* By the October work session, the board will establish a cycle of three times a year for examining and improving our own governance practices using reflection and evidence to strengthen board effectiveness.

   Measurable action: Each year the board will identify 2-3 aspects of its governance practices to examine. The first year we will focus on deliberation and decision-making by expressing reasons for being in favor of or opposed to motions we discuss during further discussion opportunities. In addition, the board will increase its meeting effectiveness by completing agenda prep for staff for each meeting including submitting questions the Monday before our Tuesday business meeting when possible.

Develop a strategic governance learning agenda

2. *The goal:* By October 31, 2026, the board will establish a semi-annual learning agenda for the fall and spring focused on the internal knowledge it needs to govern effectively in response to emerging challenges and opportunities. Additionally, board members are encouraged to attend OSBA's Annual Convention in the fall.

   Measurable action: Each year, the board will identify 2-3 priority areas for deeper understanding and incorporate appropriate learning opportunities--such as work sessions, facilitated learning, community input, or other forms of reflection—into its board work. Each learning priority will be connected to a strategic challenge or board responsibility. Examples include: the SIP, goals and metrics, the superintendent evaluation, community engagement, and board goals.

5. Adjourn

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.

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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.