



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 Work Session of the Board

Date Tuesday, October 27, 2026

Time 5:00 PM

Place Toledo Elementary, 600 SE Sturdevant Rd, Toledo, OR 97391

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.

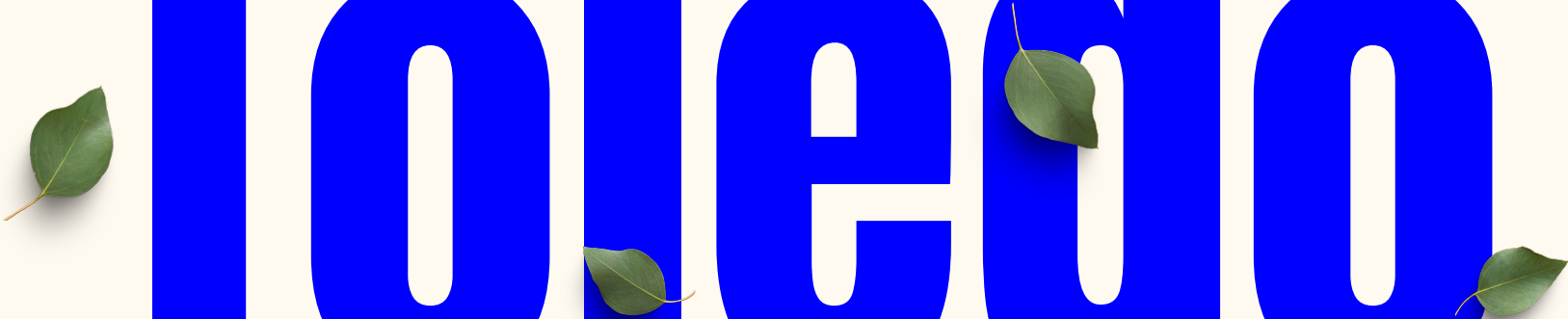
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Work Session of the Board
Tuesday, October 27, 2026 - 5:00 PM
Toledo Elementary, 600 SE Sturdevant Rd, Toledo, OR 97391

Agenda

1. Call to Order & Reading of Land Acknowledgment. BG-2 & 4
2. Roll Call- Establishment of a quorum
3. Area Report. BG-1

Toledo



Elementary School

Your Goals: Our Goals

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
- 10% each year in math for the next three years.



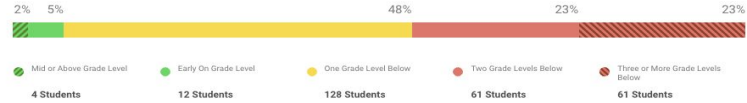
BOY Reading Data

EAST								
At/ Above	BOY '22	BOY' 23	BOY '24	BOY '25	BOY '26		Change	Cohort Change
KDG	35	58	35	33	26		-7	NA
1	14	27	31	39	34		-5	1
2	34	32	46	46	35		-11	-4
3	60	34	35	42	57		15	11
4	30	57	28	21	51		30	9
5	29	30	56	30	36		6	15
6	52	56	54	59	60		1	30

BOY Math Data

Overall Placement

Students Assessed/Total: 266/291

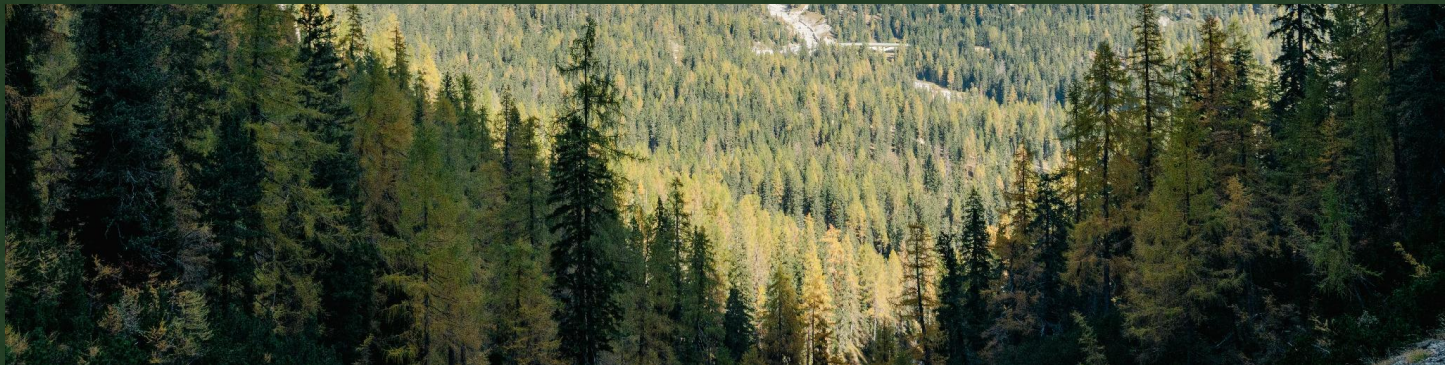


[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



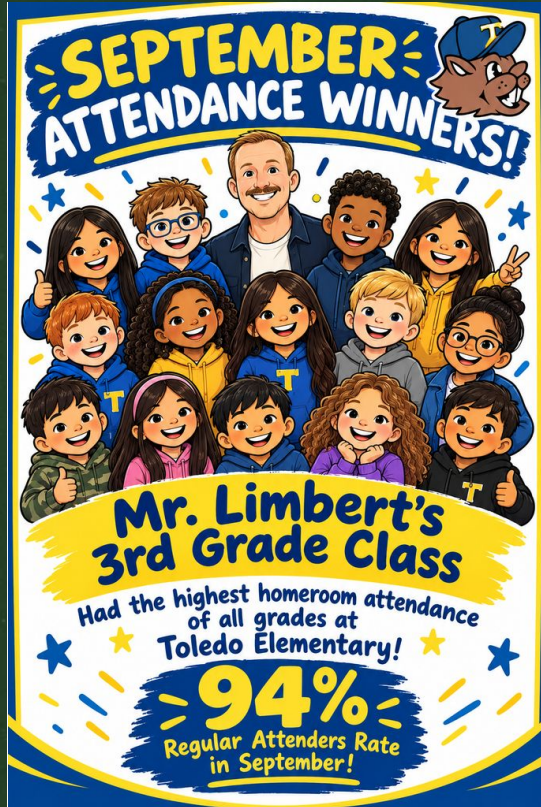
Grade K		6%	6%	88%	0%	0%
Grade 1		3%	6%	72%	19%	0%
Grade 2		0%	0%	37%	63%	0%
Grade 3		0%	0%	50%	23%	27%
Grade 4		0%	12%	40%	21%	28%
Grade 5		0%	3%	27%	19%	51%
Grade 6		2%	4%	33%	15%	46%



School Improvement **Priorities**

- **Family Conferences: Fall**
- Two Way Communication
- Transparency
- Testing Culture: School Improvement Status
- BAG: Behavior, Attendance, and Grades (Academics)
- **Wellness and Belonging**
- Attendance: Regular Attender Rate
- PBIS: Supporting Positive student Behavior
- Quarterly Incentives: Behavior, Attendance, and Academic Growth

Wellness and Belonging



SEPTEMBER ATTENDANCE WINNERS!

Mr. Limbert's 3rd Grade Class

Had the highest homeroom attendance of all grades at Toledo Elementary!

94% Regular Attenders Rate in September!

The graphic features a group of diverse students and their teacher, Mr. Limbert, smiling and giving thumbs up. They are wearing blue shirts with a yellow 'T' logo. The background is blue with yellow stars and confetti.



GREAT CHOICES EARN GREAT REWARDS!

We celebrate positive behavior, good attendance, and learning growth EVERY DAY!

POSITIVE ATTENDANCE
Showing up matters!

MONTHLY BRAG TAGS
Students with 90% attendance all month earn an exclusive Brag Tag to show off their commitment!

QUARTERLY COUPONS
Students with 90% attendance each quarter earn coupons for awesome items and treats at local businesses!

POSITIVE BEHAVIOR
It's cool to make good choices!

DAILY BOOMER COINS
Earn Boomer Coins for being safe, kind, and helpful and making great choices!

DAILY BUS BITS
Students on the bus can earn Bus Bits for being respectful, responsible, and safe!

WEEKLY BOOMER OF THE WEEK
One student each week is recognized for going above and beyond!

MONTHLY BOOMER OF THE MONTH
One outstanding student at each grade level for demonstrating the character traits of the month!

END OF YEAR GRAND PRIZES!
Students who have no major incidents during the school year, attend 90% of the year or better, and meet their learning growth target in reading will have their name entered into a drawing for amazing prizes.

BICYCLE **FLAT SCREEN TV** **NINTENDO SWITCH**

BE SAFE. BE KIND. BE HELPFUL. BE A BOOMER!

The graphic features a Boomer mascot wearing a blue cap with a yellow 'T' logo. The background is blue with yellow stars and confetti. Various reward icons like a brag tag, coupon, coin, bus, trophy, bicycle, TV, and Nintendo Switch are shown.



Boomer Attendance Update
Goal: 66.5% Regular Attenders Rate (R.A.R.)
Current R.A.R.: 72.9%

We hope that everybody got some extra rest over this long weekend! Having two short weeks in a row can make maintaining school routines difficult. Parents can help support their little learners by having consistent bedtime routines, even on non school nights, and a solid morning routine to help students get up and get moving before school. If you are needing help with developing these kinds of routines, please feel free to reach out to your child's teacher. We have lots of resources and are happy to share!

7 DAYS AGO, JILLIAN VANDERBECK

Attendance Update

The graphic features a Boomer mascot wearing a blue cap with a yellow 'T' logo, holding a large sign that says 'Attendance Update'. The background is white with yellow and blue stars and confetti.

Toledo Jr/Sr High

10/27

Board Presentation



CTE WING



CTE WING



Academic Engagement



Academic Engagement

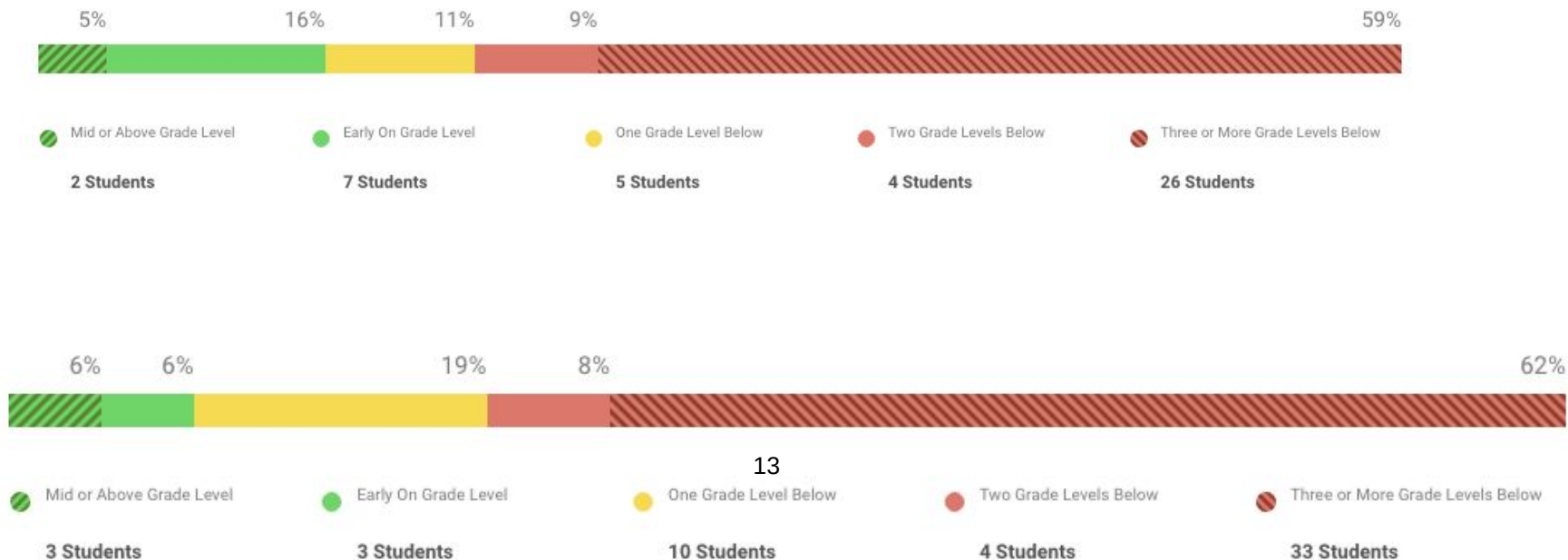
All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years and each school will increase and maintain the percentage of students at or above benchmark by 10% 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)

- Toledo MS will increase the OSAS ELA scores by 5%; 7th grade will increase to 28% and 8th grade will increase to 16%.
- Toledo MS will increase OSAS math scores by 10%; 7th will increase to 20% and 8th will increase to 15%.
- Toledo HS will increase freshmen on track data by 5% to 68% and increase to 90% graduation rate.
- Toledo HS will increase their OSAS ELA by 5% to 34%
- Toledo HS will increase OSAS Math scores by 10% to 25%.
- Career & Workforce Goal will grow by 10%

Academic Engagement



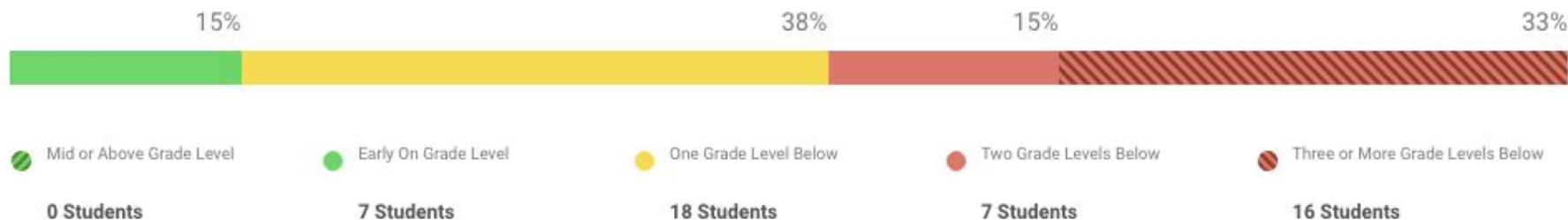
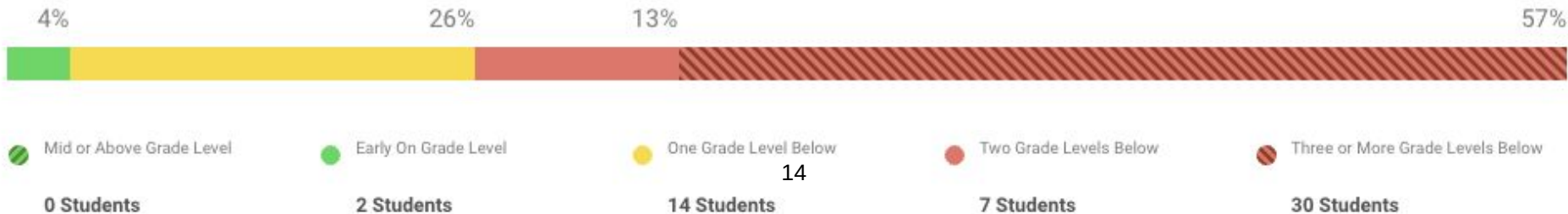
i-Ready Reading:



Academic Engagement



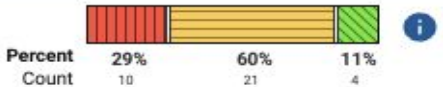
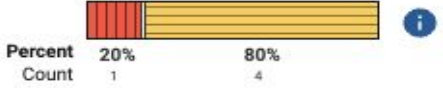
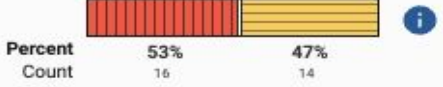
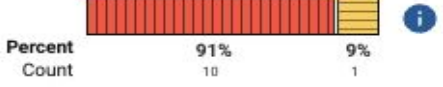
i-Ready Math:



Academic Engagement



Interim Assessment ELA

Assessment Name		Performance Distribution
 High School ELA - Text Analysis (Informational)_(FIAB)		 <p>Percent Count 29% 60% 11% 10 21 4</p>
 High School ELA - Make and Support Inferences (Literary)_(FIAB)		 <p>Percent Count 60% 36% 4% 15 9 1</p>
 High School ELA - Text Analysis (Literary)_(FIAB)		 <p>Percent Count 20% 80% 1 4</p>
 High School ELA - Make and Support Inferences (Informational)_(FIAB)		 <p>Percent Count 53% 47% 16 14</p>
 High School ELA - Word Meaning and Language Use (Literary)_(FIAB)		 <p>Percent Count 91% 9% 10 1</p>

Academic Engagement



Interim Assessment Math

Assessment Name		Performance Distribution
 High School MATH - Algebra and Functions I (IAB)	▼	 <p>Percent Count 73% 25% 2%</p> <p>Count 41 14 1</p> 
 High School MATH - Analyze and Building Functions: Linear and Exponential (FIAB)	▼	 <p>Percent Count 24% 76%</p> <p>Count 4 13</p> 
 High School MATH - Analyze and Building Functions: Quadratic (FIAB)	▼	 <p>Percent Count 78% 22%</p> <p>Count 14 4</p> 

Strategies and Actions



- 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*)
 - *Toledo Jr/Sr PLC Teams*
 - *9th Grade Success Team*
 - *MS Success Teams*
- 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
- 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,
 - 7th & 8th Grade - iReady Diagnostic Math & Reading assessment
 - EasyCBM - Progress monitoring for all special education students
- 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 writing/middle of lesson
 - September - Determine Teams & Focus, PDSA Plan, Progress Monitoring Notes and Next Steps
 - October - Data analysis Protocol and Student Response Plan
 - PLC Teams - 2 rounds of PDSA Cycle

Strategies and Actions



- Use an instructional framework for lesson planning that addresses high-leverage teaching aligned to district standards and guidance.
 - The Playbook - Focus: Strong Middle (Questions/Discussions and Engagement)
 - Monthly PD providing an in-depth look at high-leverage teaching strategies
 - Based on walkthrough data and coaching walkthrough tool
- Use fidelity tools (walkthroughs, coaching tool) to identify systemic needs for teacher professional growth.
 - Weekly standing meeting with Instructional Coach to look at current data
- Increase participation in CTE programs and broaden curricular options
 - Culinary - Culinary Foundations ½ and Hydroponics and Food as Medicine
 - Architecture & Construction - Material Technology, Welding, Work Experience
 - Arts, Information & Communication - Multi Media Art, Yearbook, Digital Photography, Video Production
- Align building schedules with state requirements and district goals. (8th Grade Math, Freshman Success Rate, Grad Rate)
 - MS Success Class focused on AVID Organization Skills
 - 2 - HS Math Skill/Integrated 1 Block for 9th Grade Students

Wellness and Belonging



Wellness & Belonging

- Toledo HS will increase their attendance from 46.6% to 51.6%
- Toledo MS will increase their attendance from 58.8% to 63.8%

September:

Toledo MS: 64.4%

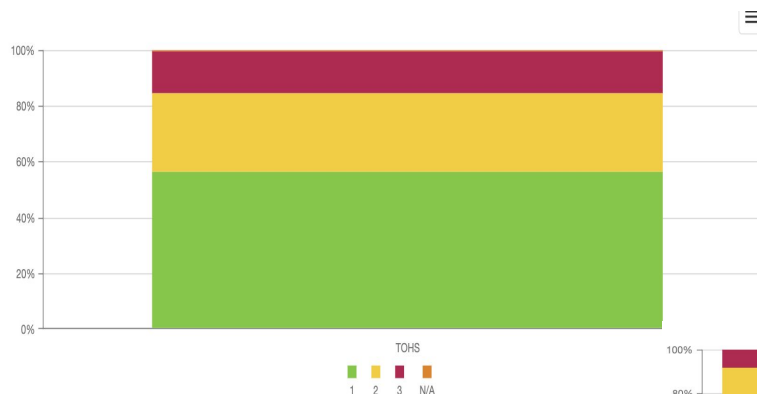
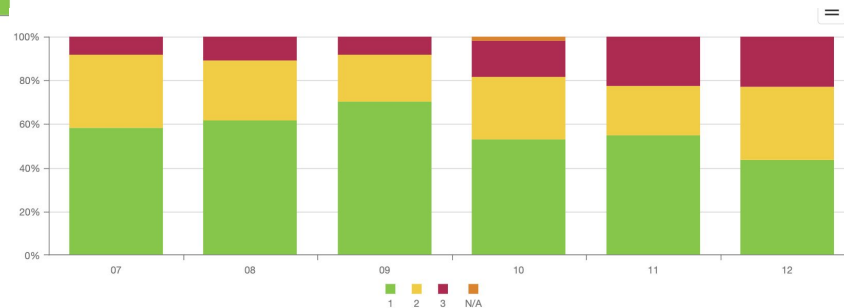
Toledo HS: 64%

Currently:

Toledo MS: 60.2%

Toledo HS: 55.1%

School Wide: 56.6%



Strategies and Actions



- 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 needs.
 - Monthly - PBIS, Restorative Practices, and Behavioral PD provided by administration & teacher leaders
- 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)
 - ROCK Expectations
 - Caught ROCKIN' It
- 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
- Increase opportunities for teacher leadership
 - Teacher in Charge, MS Success Lead, ASB Lead, Freshmen Success²⁰ Lead, MTSS-B
- Engage all staff in meaningful celebrations
 - Weekly Staff Meeting Shout Outs-Thanks/Appreciation

Community Connection



Community Connection

- Toledo 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.

Total Students	307	291
Total Two-Way Communications	264	
Students with 1+ Two-Way Contact	127	
Students with 2+ Two-Way Contact	59	
Students with No Two-Way Contact	180	
% Students with 1+ Two-Way Contact	0.4136807818	
% Students with 2+ Two-Way Contact	0.1921824104	

Strategies and Actions



- Communicate student progress, building, and district initiatives in culturally, linguistically, and developmentally appropriate ways to students, families, and community members *(PM 8)*
- 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.
 - East Area Admin Meet Up
 - Site Team (Monthly)
 - Combine with TOES
 - Community Surveys (2 times a year)
 - Parent Teacher Conferences
- Ensure buildings provide positive communication and engagement with families at least four times per month using multiple modalities.
 - Facebook, Instagram, Aptegy, Synergy
- Strengthen partnerships with community organizations and partners in order to collaboratively support student and family growth, learning, and well-being *(PM 11)*
 - Rotary, CTSI, Toledo PD, East Lincoln Fire
 - Athletic Boosters
 - Lincoln Country Behavioral Health
 - Senior Parent Group

4. Safety

4.a. Technology

Interactive Display Safety Inspection Checklist

October 12, 2026

How to Use This Checklist

- Fill out one checklist per display, and check a box only after you have verified the item yourself.
- Anything left unchecked gets a note.
- An item that fails means red-tag the unit now; see Result and Sign-off section.

Inspection	When	Who
Initial sweep	Every unit now, (stands, wall mounts, moving wall mounts, and pre-K–2 rooms first)	IT lead with the installer
Annual	Every unit, once a year	Technician trained on this checklist
Triggered	After a move, re-hang, impact, remodel, earthquake or report of looseness	Technician trained on this checklist

Unit Information

Record what the unit is and how it's installed before checking anything; these fields match what the asset record should hold.

Field	Entry
School and room	
Asset tag and serial	
Panel make, model and weight (lb)	
Install type	Wall mount, moving wall mount, stand
Wall construction	Wood stud, steel stud, block, concrete,

	unknown/other
Anchor type and count	
Installer and install date	
Location	Classroom wall (compass heading), hallway, other
Inspection type	Initial sweep, annual, triggered (with reason)
Inspector and date	

Stop-use Conditions

Red-tag the unit and take it out of service immediately if any of these is true:

- The panel, mount or stand moves, rocks or shifts under moderate hand pressure.
- There's a gap between the wall plate and the wall, or the mount is pulling away.
- Wall material is cracked, crushed or bulging at the mount, or an anchor is loose, missing or backing out.
- Load is carried by drywall-only anchors (toggles, mollies, plastic anchors).
- Anti-lift safety screws, rods or clamps are missing, loose or disengaged.
- Panel hangers aren't fully seated on the wall plate.
- A bracket, arm, wall plate, lift column or stand frame is bent or cracked, or has a cracked weld.
- Panel plus accessories weigh more than the mount or stand is rated for.
- Moving track mount drops, jerks or won't hold its position.
- A stand's brakes won't hold, a caster is cracked or missing, or the stand rocks on a level floor.
- The display glass is cracked, or a power cord is damaged or has exposed wiring.

Wall Mounts: Wall Anchoring

A mount's weight rating covers the mount, not the wall, so these checks confirm the wall and anchors carry the full load. Skip this section for mobile stands.

- ☐ Wall construction identified, and anchoring matches the district's standard detail for that wall type.
- ☐ Anchors are in structure or engineered backing (stud, blocking, backing plate, concrete)
- ☐ No load carried by drywall-only anchors
- ☐ Anchors tight; none loose, spinning or backing out. (stop-use)
- ☐ Wall plate flush and level, with no gap at any edge. (stop-use)
- ☐ Wall around the mount intact: no cracks, crumbling, bulging or nail pops. (stop-use)

- ☐ Mount and panel clear of door swings and anything that could strike them

Wall Mounts: Panel Connection and Anti-lift Hardware

Check the anti-lift hardware on every wall-mounted unit; it is what keeps a panel from being knocked off its wall plate.

- ☐ Panel hangers fully seated on the wall plate, both sides. (stop-use)
- ☐ Anti-lift safety screws installed, engaged and tight, both sides. (stop-use)
- ☐ Bolts holding the brackets to the panel all present and tight, none stripped. Use a mirror where hidden
- ☐ No bent, cracked or deformed brackets, arms or wall plate. (stop-use)
- ☐ No movement under moderate hand pressure at the lower corners: toward the wall and side to side, never upward. (stop-use)
- ☐ Panel hangs level, with even spacing to the wall at top and bottom
- ☐ Tilt and arm locks set; arms folded and locked where movement isn't needed

Moving Track System

Moving track systems have additional fasteners that must be checked for safety.

- ☐ Set screws engaged where adjustment isn't needed. Locked by default in pre-K–2 and specialized rooms.
- ☐ Full travel is smooth, with no binding, grinding, jerks or drops. (stop-use if it drops)
- ☐ Track hardware, including the roller wheels and pins, are tight
- ☐ Clear space above and below for full travel, nothing stored in the path.
- ☐ Cables have slack for full travel and can't be pinched.

Mobile stands

Only adults move or adjust stands. Wheels must be locked when not in transit.

- ☐ Base, legs and column straight; no cracks or cracked welds; frame bolts tight. (stop-use)
- ☐ Panel bolted to the stand per the instructions, with no shifting. (stop-use)
- ☐ All casters present, intact and rolling freely. (stop-use)
- ☐ Brakes lock and hold when the base is pushed gently. (stop-use)
- ☐ Brakes locked now, while parked.
- ☐ Stand sits level and doesn't rock. (stop-use)
- ☐ Parked clear of walkways, door swings, ramps and thresholds.
- ☐ Power cord routed so it can't be tripped on or caught by casters

- ☐ **Moving label attached:** adults only, lower fully, unplug, two people, push at the base, lock brakes.
- ☐ Stand actually gets moved; if not, flag it for wall-mounting or a wall tether.

Cabling, Surroundings and Accessibility

These checks apply to every unit, wall-mounted or on a stand.

- ☐ Cables secured, with no strain on the panel's ports and nothing a student can pull or trip on.
- ☐ Power strip mounted, not dangling; no extension cords as permanent wiring and no daisy-chained strips.
- ☐ Power cord and plug undamaged, with no exposed wiring. (stop-use)
- ☐ Display glass intact, with no cracks. (stop-use)
- ☐ No climbable furniture (tables, chairs, shelves, bins) pushed up under the panel.
- ☐ Nothing hung from or stacked on the panel, mount or stand.
- ☐ **Teacher knows the rules:** no climbing, hanging, rocking or leaning; only adults move or adjust; report anything loose.

Result and Sign-off

Every inspection ends in one of three results, recorded in the asset record the same day.

Result	What happens
Pass	Record the date, and results
Pass with follow-up	Unit stays in use; open a ticket with a due date for the fix (a missing label, undocumented anchors with no warning signs).
Red-tagged	Unit is out of service now; follow the red-tag steps below.

Red-tag steps:

1. Stop use and clear students and furniture away from the unit.
2. Photograph the condition before anything is touched or moved.
3. Attach the red tape with date, time, reason and inspector.
4. Notify the principal and open an urgent ticket with Facilities or Technology.
5. Don't fix, lift or re-hang it yourself; removal takes two or more trained staff and lift equipment.
6. Keep any failed hardware.
7. Return to service only after repair and a full re-inspection; record who removed the tag.

Sign-off	Entry
Result	Pass, pass with follow-up, red-tagged
Issues found and ticket number	
Photos taken	Front, side profile, mount and anchors, anti-lift hardware, stand base and casters
Asset record updated	
Inspector signature and date	

4.b. School Safety Procedures

LCSD Campus Safety Protocols & Emergency Preparedness

Prioritizing the security of our students, staff, and campuses.



Secure Campuses Through Access and Visitor Protocols

- **Students/Staff Only:** Campuses are closed to the public during school hours, including athletic fields and playgrounds.
- **Visitor Screening:** Visitors must report to the main entrance and use the doorbell to request access.
- **Vestibule:** Office staff screen visitors via an intercom before granting entrance into the safety vestibule.
- **Access:** Approved visitors must sign in, wear an issued Visitor Badge, and remain in designated areas.
- **Cameras:** Security cameras are used as a deterrent and for investigations.

**NO PUBLIC USE
SCHOOL DAYS**

**THIS AREA IS CLOSED TO
THE PUBLIC ON SCHOOL
DAYS FROM 7 AM—4 PM.**



At all other times, this area is
unsupervised and persons use it at
their own risk.

Dogs are not allowed
at any time.

Enforcing Prohibited Activities and Strict Weapon Restrictions

Zero Tolerance for Weapons

Firearms are strictly prohibited on ALL LCSD properties in accordance with SB 661 (2021).



Prohibited Activities

Camping, fires, overnight parking, and personal trash disposal are not allowed without written permission from the LCSD Superintendent.

Banned Substances & Items

Alcohol, tobacco, drugs, fireworks, weapons, concealed firearms, and weapon replicas are strictly forbidden.

Enforcement

Violators may face towing, property disposal, or prosecution for criminal trespass.

A Customized Emergency Framework Developed with Local Agencies

Inter-Agency Development

Collaborative Development

Our highly customized School Emergency Plan was developed alongside five local law enforcement agencies and eight local fire agencies.

Countywide Alignment

The plan aligns collective philosophies, policies, and response capabilities across all schools and agencies.

All-Hazards & Threats

The framework addresses a wide variety of hazards and threats, including:

- Earthquakes, Tsunamis, and Severe Wind
- Fires and Hazardous Materials
- Cybersecurity Incidents and Power Outages
- Threats of Violence and Unauthorized Intruders
- Wildlife Encounters (Bear, Cougar, Coyote, Deer/Elk)

Six Protective Protocols

Emergency Response Framework

Code Yellow Lockdown

Low level lockdown to limit movement on campus while an emergency is being assessed and/or managed.

Code Red Lockdown

Immediate life safety threat, full school lockdown.

Shelter-in-Place

Protection from external environmental hazards.

Room Clear

Immediate relocation of students from a specific room.

Evacuation

Orderly movement of occupants out of facility buildings.

Reverse Evacuation

Rapid returning of individuals back into safe interiors.

SCHOOL EMERGENCY PLAN

Lincoln County School District

Basic Protocols: These are the first few actions steps to take for each of our basic emergency response protocols. Detailed procedures for these and additional protocols are on the pages that follow.

<p style="text-align: center; margin: 0;">CODE YELLOW LOCKDOWN</p> <ol style="list-style-type: none"> 1. Lock doors & windows. 2. Leave shades open. 3. Continue instruction. 4. Admit students assigned to your class. <p style="font-size: 0.8em; color: #888;"><small>See Code Yellow Lockdown pages for more details.</small></p>	<p style="text-align: center; margin: 0;">ROOM CLEAR</p> <ol style="list-style-type: none"> 1. Announce "Room Clear." 2. Send students to Buddy Room. 3. Notify Office immediately. 4. Remain with problem situation if safe. <p style="font-size: 0.8em; color: #888;"><small>See Room Clear page for more details.</small></p>
<p style="text-align: center; margin: 0;">CODE RED LOCKDOWN</p> <ol style="list-style-type: none"> 1. Lock doors & windows. 2. Close shades if needed to conceal people. 3. Turn off lights. 4. Everyone on the floor & quiet. 5. Do not admit anyone. <p style="font-size: 0.8em; color: #888;"><small>See Code Red Lockdown pages for more details.</small></p>	<p style="text-align: center; margin: 0;">EVACUATION</p> <ol style="list-style-type: none"> 1. Evacuate the building. 2. Close doors but leave unlocked. 3. Take alternate routes if needed. 4. Gather in assembly area. 5. Account for all students & staff. <p style="font-size: 0.8em; color: #888;"><small>See Evacuation page for more details.</small></p>
<p style="text-align: center; margin: 0;">SHELTER-IN-PLACE</p> <ol style="list-style-type: none"> 1. Close all windows & doors. 2. Seal gaps with wet towels. 3. Turn off HVAC systems. 4. Cover all openings to outdoors with plastic sheeting and tape. <p style="font-size: 0.8em; color: #888;"><small>See Shelter-in-Place pages for more details.</small></p>	<p style="text-align: center; margin: 0;">REVERSE EVACUATION</p> <ol style="list-style-type: none"> 1. Return to the building. 2. Move quickly, but safely. 3. Adjust your route as needed. 4. Once inside, follow other emergency instructions provided. <p style="font-size: 0.8em; color: #888;"><small>See Reverse Evacuation page for more details.</small></p>

Every Situation is Different

As with all of our emergency procedures, in life-threatening situations, school staff are empowered to deviate from the roles described in our plans, including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death. Anyone is authorized to call 911.

LINCOLN COUNTY SCHOOL DISTRICT
SCHOOL EMERGENCY PLAN
6/14/24

Blue Box Warning System

Blue Box Warning System Capabilities



Hardwired Tools

Communication tools attached to walls in high-traffic common areas.



Immediate Notification

Automatically plays pre-recorded Code Red Lockdown messages over PA.



Rapid Dispatch

Notifies alarm company to allow 911 centers to quickly dispatch police.



Bond Funded

System installations made possible by our recent voter-approved bond measure.



Committing to Preparedness Through an Annual Safety Drill Schedule

- **Continuous Training:** LCSD enforces a rigorous, month-by-month safety drill schedule from September through June.
- **Comprehensive Practice:** Drills include Fire, Code Red/Yellow Lockdowns, Earthquake, Bus Evacuation, Reverse Evacuation, Shelter-in-Place, and Room Clear. All drills are reviewed by a team.
- **Strategic Timing:** Drills are scheduled during both instructional and non-instructional times to ensure complete readiness in any scenario.

 2026-27 DRILL SCHEDULE Lincoln County School District Updated 5/27/26		
MONTH	DRILL	ALL STUDENTS & STAFF WATCH THESE VIDEOS <small>ORS 336.071 requires 30-min of student instruction each month on fire, earthquake, and safety threat emergency procedures.</small>
SEPT	<ul style="list-style-type: none"> • Fire Drill (1st 10 days of school) • Code Red Lockdown Drill (1st 10 days of school) • Code Yellow Lockdown Drill • Bus Evacuation Drill 	<ul style="list-style-type: none"> • Evacuation (6 ½-min) • Lockdown for Students (7-min) • Bus Expectations & Emergency Procedures (6-min)
OCT	<ul style="list-style-type: none"> • Fire Drill (during non-instructional time) • Code Red Lockdown Drill (use Blue Box to start drill) • Earthquake Drill (drop, cover, hold-on then evacuate) 	<ul style="list-style-type: none"> • Earthquake & Local Tsunami (17-min)
NOV	<ul style="list-style-type: none"> • Fire Drill (block exit – use alternate route) • Reverse Evacuation • Shelter-in-Place Drill (physically seal rooms) 	<ul style="list-style-type: none"> • Reverse Evacuation (5-min) • Shelter-in-Place (9-min)
DEC	<ul style="list-style-type: none"> • Fire Drill • Code Red Lockdown Drill (during non-instructional time) 	<ul style="list-style-type: none"> • Lockdown for Students (7-min)
JAN	<ul style="list-style-type: none"> • Fire Drill • Room Clear Drill (all classrooms) 	<ul style="list-style-type: none"> • Room Clear (3.5-min)
FEB	<ul style="list-style-type: none"> • Fire Drill (use alternate assembly area) • Code Red Lockdown Drill (use Blue Box to start drill) 	<ul style="list-style-type: none"> • Evacuation (6 ½-min)
MARCH	<ul style="list-style-type: none"> • Fire Drill • Bus Evacuation Drill 	<ul style="list-style-type: none"> • Bus Expectations & Emergency Procedures (6-min)
APRIL	<ul style="list-style-type: none"> • Fire Drill • Earthquake Drill (during non-instructional time) 	<ul style="list-style-type: none"> • Earthquake & Local Tsunami (17-min)
MAY	<ul style="list-style-type: none"> • Fire Drill • Code Red Lockdown Drill 	
JUNE	<ul style="list-style-type: none"> • Fire Drill 	

Student Safety Reporting & Threat Assessment Framework

Lincoln County School District provides multiple confidential pathways for students to report safety concerns including threats, violence, bullying, drugs, self-harm, or cyber-bullying.

REPORTING METHODS & CHANNELS

01

Immediate 911

Use **911** to report any active emergency or immediate safety threat.

Talk to Trusted Adults

If not an emergency, speak directly with a parent, teacher, principal, counselor, coach, or SRO.

02

SafeOregon Tip Line

Statewide secure platform for 24/7/365 confidential reporting:

- **Web:** safeoregon.com
- **Call/Text:** 844-472-3367
- **App:** iTunes & Google Play
- **Email:** tip@safeoregon.com

03

Appropriate Use

Focused on sharing critical info, preventing tragedies, and saving lives.

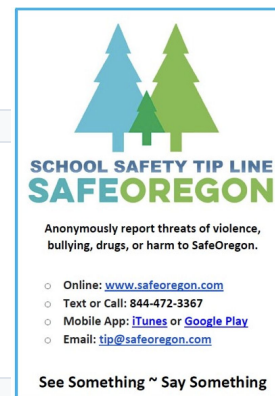
Legal Notice: Misuse (prank or false reports) is a Class A misdemeanor under ORS 165.570 (up to 1 yr jail / \$6,250 fine).

Districtwide Threat Assessment Protocol

Modeled after the nationally recognized **Salem-Keizer Threat Assessment Protocol**, activated during threats of violence to a school, students, or staff (on campus, buses, or at sponsored activities).

Protocol Objectives:

- Provides a standardized process of threat investigation to assess and understand risk.
- Puts actionable protective measures in place as needed to ensure campus security.
- Connects students directly with necessary support and intervention resources.



Family Reunification Protocol

When an emergency prevents normal school dismissal, LCSD uses a systematic **Family Reunification** process to safely release students directly to authorized parents, guardians, or emergency contacts. Reunified locations may be hosted on-campus or off-site depending on situation severity.

WHAT YOU NEED TO KNOW NOW

01

Update Contacts

Keep your emergency contact information up to date with your child's school office at all times.

02

Monitor LCSD App

We will attempt notifications via the official **LCSD App** to direct you to the reunification site.

03

Bring Photo ID

Always bring valid government-issued photo identification with you directly to the reunification site.

04

Exercise Patience

Please remain patient. The verification process takes time, as student safety is our priority.

Questions & Contact Information

SAFETY DIRECTORY & SUPPORT

Sue Graves

LCSD Safety Coordinator

Phone Support

Direct Office Line:

541-265-4442

Available during standard district operating hours.

Online Contact

Send a Direct Message:

Susan.Graves@lincoln.k12.or.us

Submit inquiries directly to the Safety Coordinator online.

5. 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: Progress Update 10/27/26

1. **Standard 8.3:**

Policy Review - OSBA completed a policy review that we have been actively working through.

- Policies/administrative regulations marked adequate: 206
- Policies/administrative regulations recommend be reviewed/revised: 172
- Policies/administrative regulations are missing and required by state/federal statute or administrative rule: 3 **Completed**
- Policies/administrative regulations are missing and highly recommended: 11 **In Progress**
- Policies/administrative regulations recommended for deleting: 37

10/26: 50 policies have been revised, proposed, and deleted or approved. (This number covers work that began in the 2025-2026 school year.)

Our primary area of focus is the “*recommended to be reviewed/revised*” policies/ARs. That section is broken down into:

1. Required Revision
2. Highly Recommended Revision

3. Optional Review

Most in this category fell into “*Optional Review*.” To date, we have corrected just over 50 policies that fall in a number of the above categories. Not all of the policies in the *recommended to be reviewed/revised* require updating.

Area of Policy Concern: Accessibility

LCSD has contracted with Apptegy to overhaul our policy website and make each policy/AR its own webpage. This will allow for better ADA accessibility, translation, and enhanced search/linking features.

2. Standard 4.3:

Monthly updates are given about the District Improvement Plan. Upon request, the Board folder also contains a legend to help make sense of when things are updated and what the various data points mean. On 10/22, All Administrators participated in a Socratic Seminar (instructional strategy) to share DIP progress at their local building levels. Based on admin feedback, we revised how we are collecting conference data for the DIP. Finally, we are working closely with administrators while we refine family engagement and what it means to have two-way communication.

10/26, building administrators and certified staff reviewed building-level DIP data and collaboratively scored their progress. This process allows them to refine their building goals and building-level focus.

3. Professional Goal:

I have completed Session 3 of my National Superintendent Certification.

October 14-16, 2026

Module IX: The Role of the Superintendent in Promoting the School/System Improvement Process

Module X: Addressing Social Emotional and Academic Learning: Building a Community of Care and Support

Module VII: Engaging Families & Stakeholders- Businesses, Government Agencies, and the Community

Module VIII: The Superintendent as the Instructional Leader: Curriculum, Assessment and Instruction

Capstone Project: I am making a video of our LCSD District (DIP) and School (SIP) improvement process and how we communicate this information to our schools, Board, and community. One of the resulting products of this work is the LCSD Impact Report.

6. 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.

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.