



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

**LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Business Meeting of the
Board
Wednesday, November 12, 2025 - 6:30 PM
Crestview Heights Elementary
2750 S Crestline Dr
Waldport, OR 97394**

Agenda

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



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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.

2. Roll Call- Establishment of a quorum
3. Introductions
4. Communications. BG-4
 - a. Written
 - b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
 - c. Recognition
 1. NOVEMBER NGSS Team OSTA 2025 Award



Oregon Science Teachers Association

4110 SE Hawthorne Blvd, #1025
Portland, OR 97214-5246
971.361.OSTA
www.oregonscience.org

September 18, 2025

Dear Dana Spink, Sandy Mummey, and Charissa Stair,

Congratulations to you and your team at Lincoln County School District on being selected as the recipient of the 205 NGSS Team Award.

As Dr. Okhee Lee said, NGSS implementation is a relay, and the strongest runners - the classroom teachers - take the baton over the finish line. OSTA has created the NGSS Team Award to honor the incredible teamwork happening at schools and districts statewide. Here's what your nominator, Kama Almasi wrote about your team:

This past year the Elementary Science Implementation Team did not just adopt science curriculum (which the district hadn't done for elementary science in 20 years!), but they decided to prioritize equitable lab and field experiences for all elementary students in the district. They engaged partner organizations and have been building a plan that will see each grade level focused on a different outdoor habitat and theme. Each grade level has a group of different partners who manage habitats/ecosystems in that team. For example, first grade students in Lincoln City will focus on the same ecosystem as first grade students in Waldport, but will have different locations to which they travel for field work. In addition, the SEPs and CCCs are connected to their hands-on learning, helping teachers integrate the NGSS with place-based experiences.

Partner organizations, such as the Oregon Coast Aquarium, Yakona Nature Preserve, and the Oregon Coast STEM Hub, are also helping through Ocean Literacy professional development for LCSD's elementary educators.

One of the most important functions of the Oregon Science Teachers Association is to recognize those teams of K-12 teachers who are sharing the work of implementing NGSS-aligned curriculum and assessment at their school or in their district. Your teamwork is a model for others to follow as we all strive to improve science teaching and learning as envisioned in the Next Generation Science Standards.

We hope that you will take advantage of your OSTA membership by sharing our resources, participating in professional development offerings at the regional and state level. And, consider "paying it forward" by nominating a deserving colleague for one of OSTA's outstanding teacher awards for 2026. We would also encourage you to share your expertise by presenting at the 2026 OSTA Fall Conference in Pendleton next October. Stay tuned for an announcement and calls for proposals.

In addition, we invite you, and one guest each, to the OSTA Awards Ceremony on Saturday, October 11 at 6:00 pm at the Oregon Aquarium in Newport OR. Please join the OSTA Awardees, board, volunteers and participants in celebrating at the Post-Conference Banquet.

Please complete this [form to confirm](#) that you will be attending, and whether you will be bringing a guest by Friday, October 3, 2025

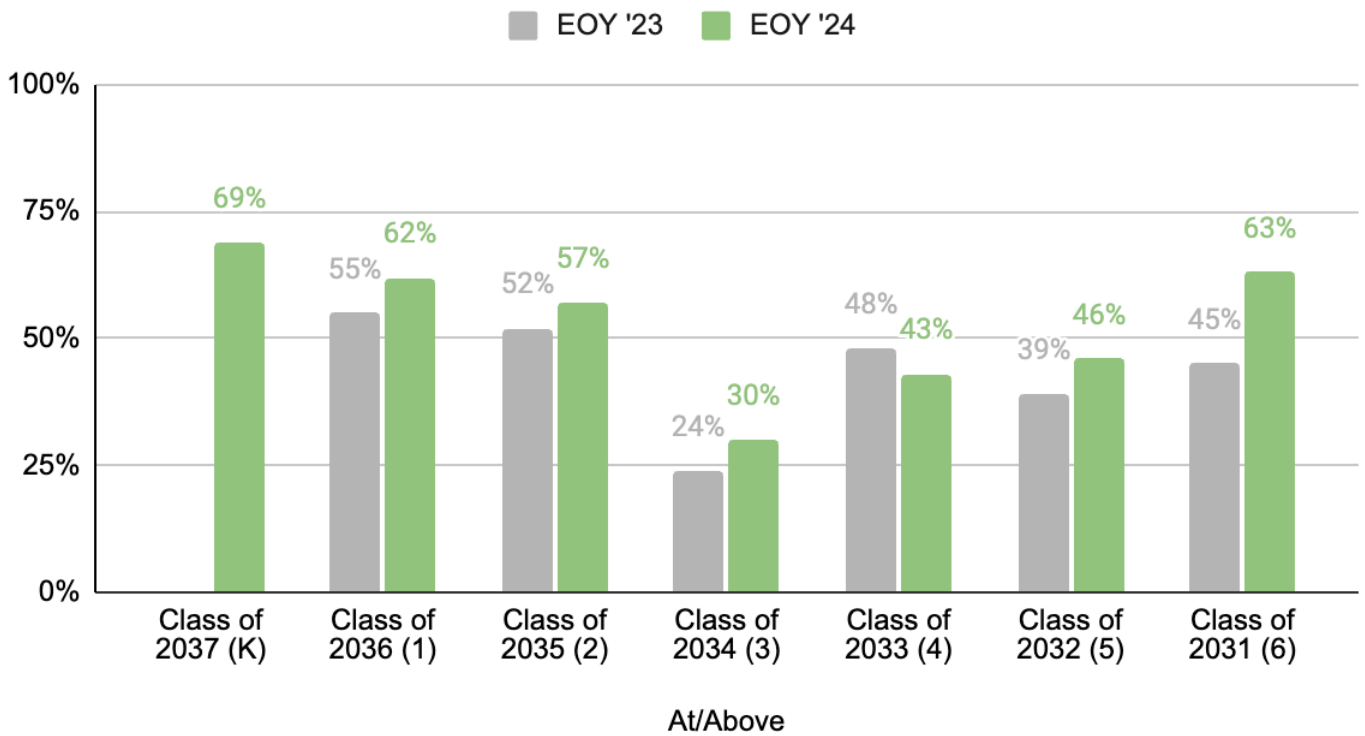
Again, congratulations, and we are proud to have you among our members in the Oregon Science Teachers Association.

Sincerely,

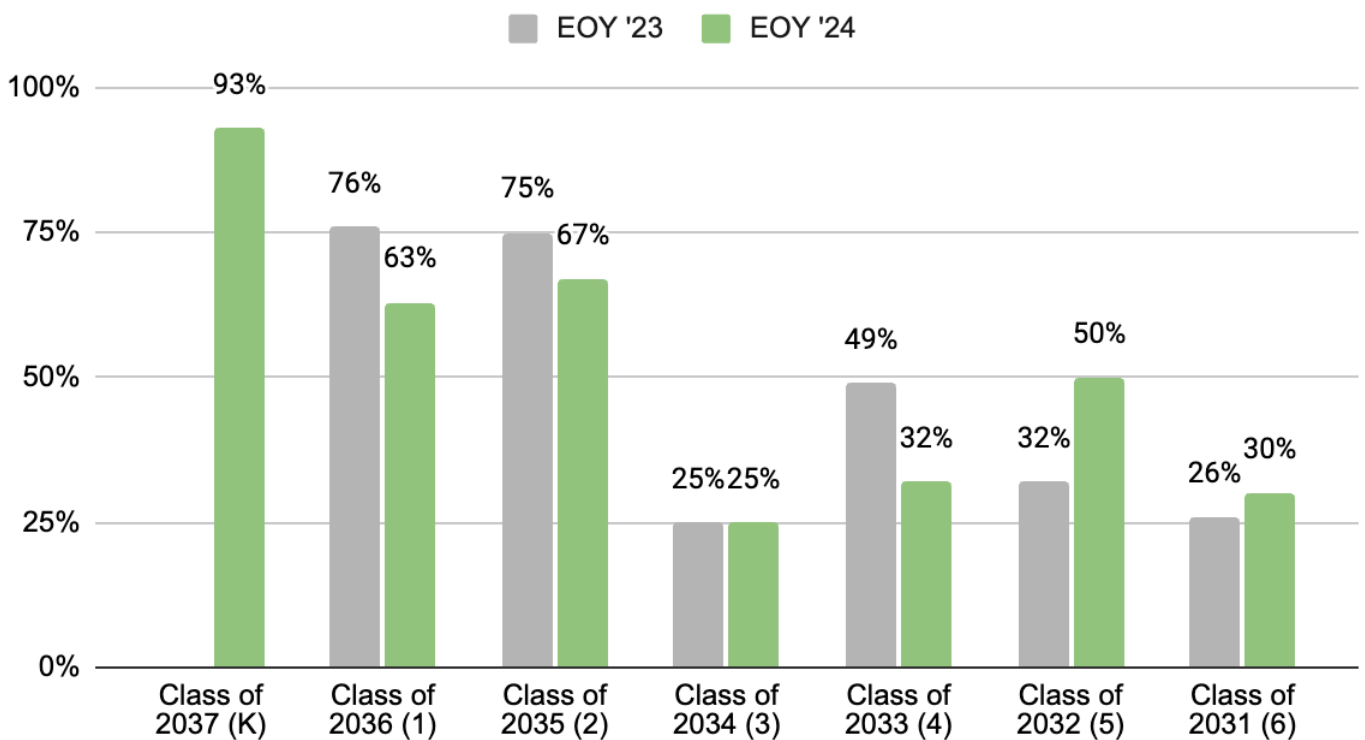
Noelle Gorbett, 24-25 OSTA President

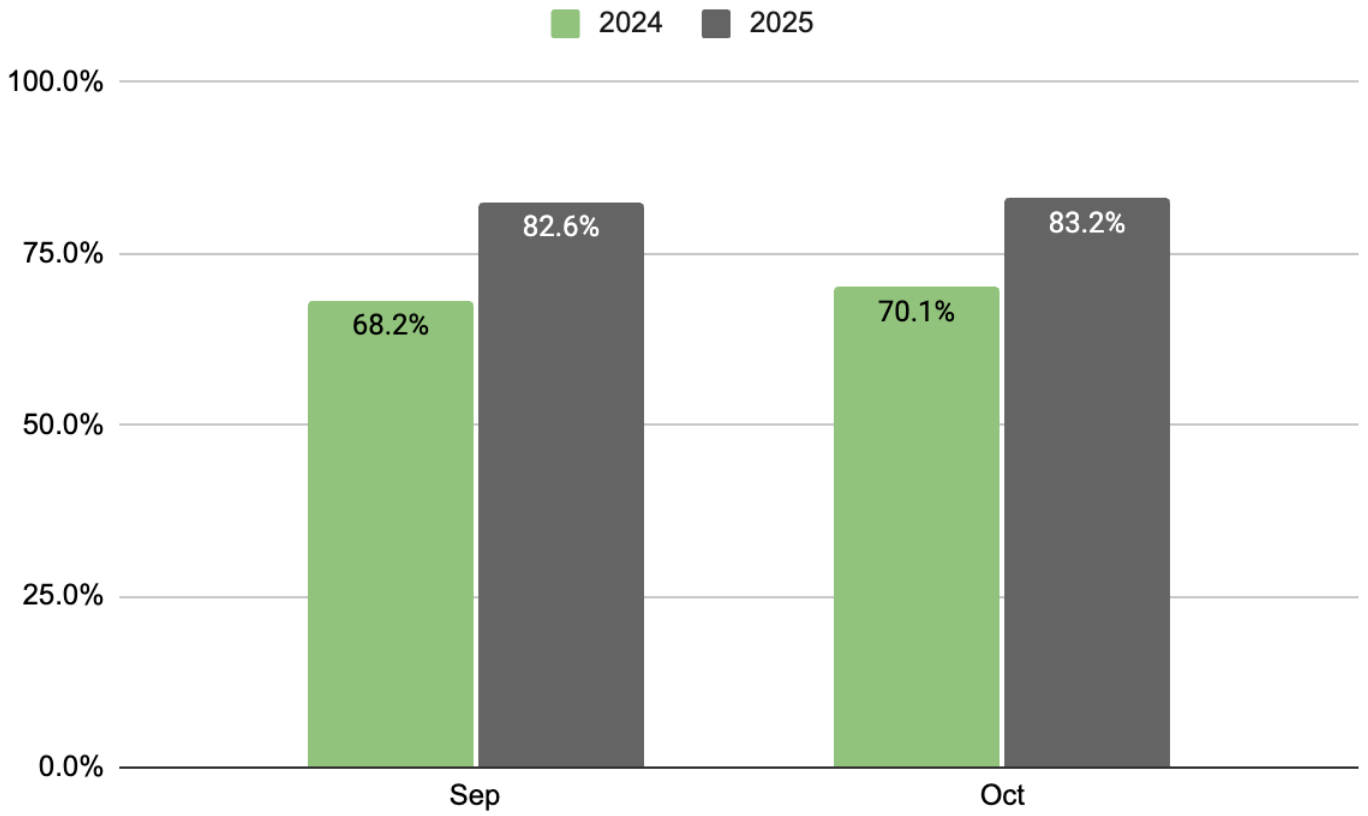
- d. LCEA Report
- 5. Consultant Reports/Staff Reports/Student Reports
 - a. Area Report. BG-1

EOY '23 and EOY '24 Crestview Universal Screener Reading

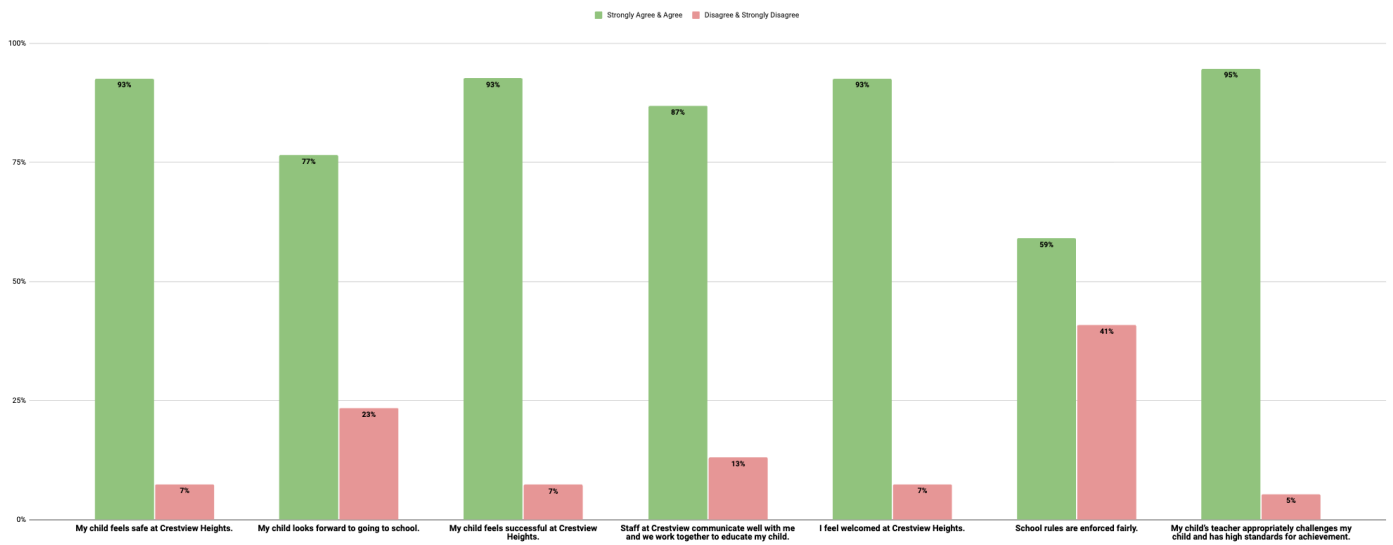


End of '23 and End of '24 CVH Universal Screener: Math





Family Survey at April 2025 Conferences (113 Responses)



Crestview Heights School

SCHOOL IMPROVEMENT PLAN UPDATE

PRINCIPAL: SANDI BATTLES

AP: CHARLOTTE GALEN

November 2025



GOAL #2

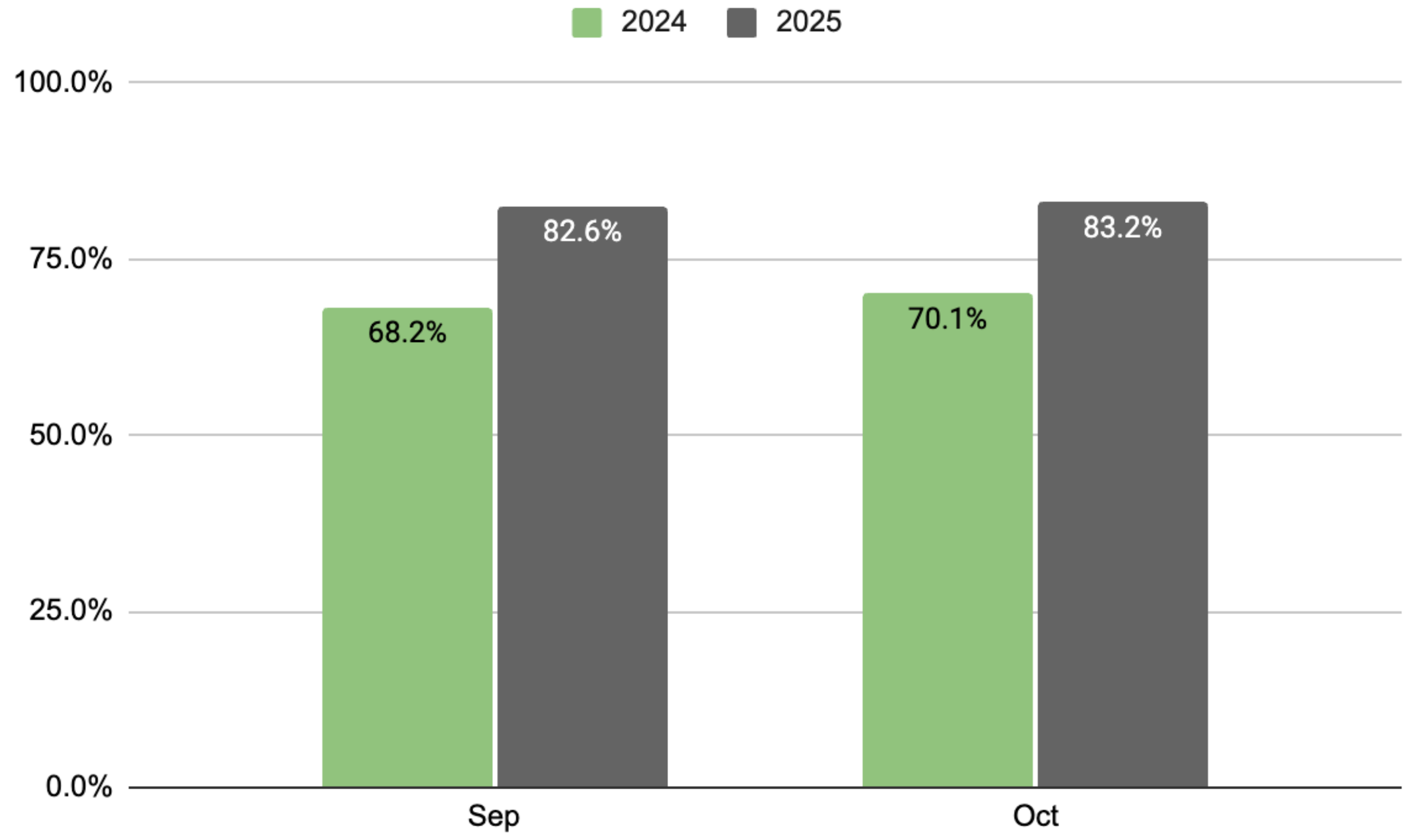
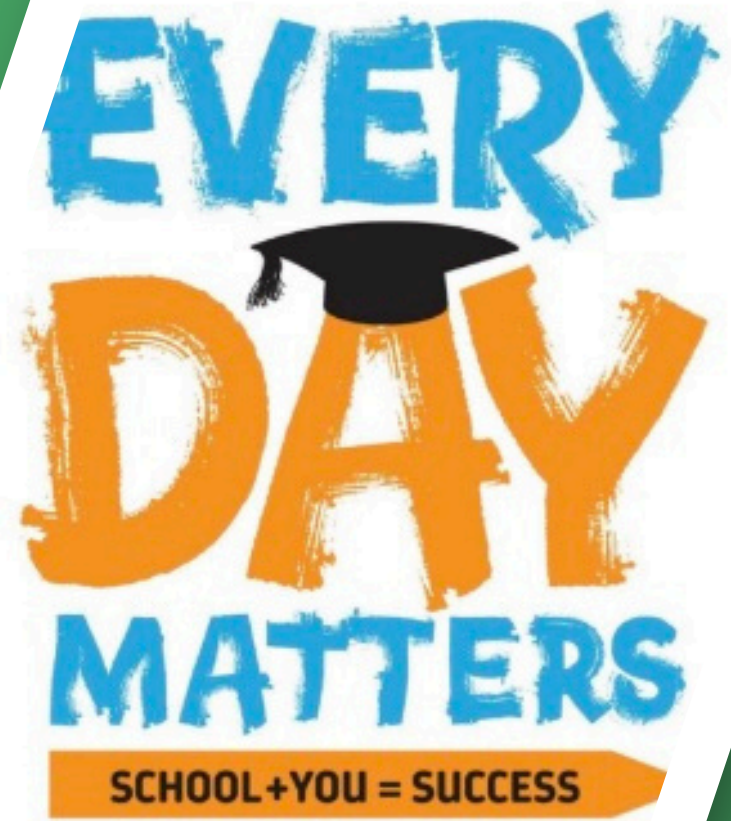
REGULAR ATTENDANCE AT CVH

School-wide regular attenders rate will increase 5% from the end of last year from 65.7% to 70.7%.

June '23
52.7

June '24
60.1

June '25
65.7



STRATEGIES

Weekly Attendance Data Review Meetings

Home Visits

Monthly Celebrations at Assembly

Parent Education & Communication

Student Education

#IRISH

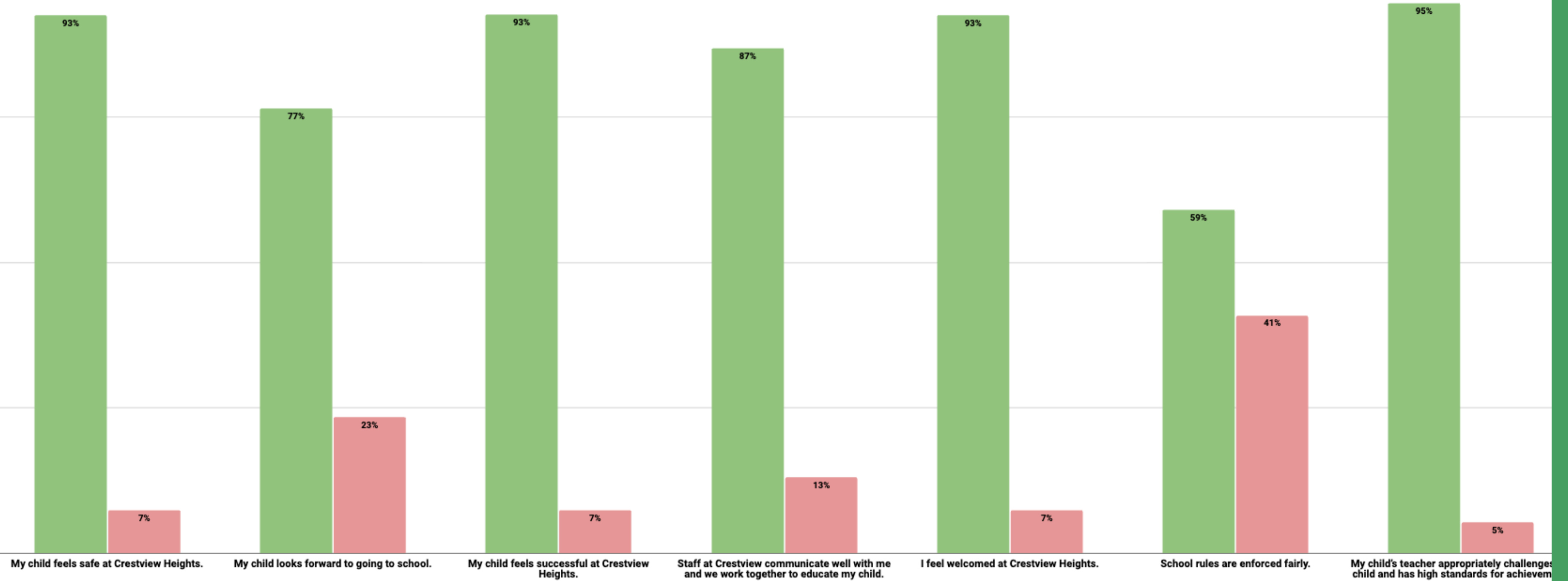
SHOW



EMPOWERS PROG

Family Survey at April 2025 Conferences (113 Responses)

Strongly Agree & Agree Disagree & Strongly Disagree

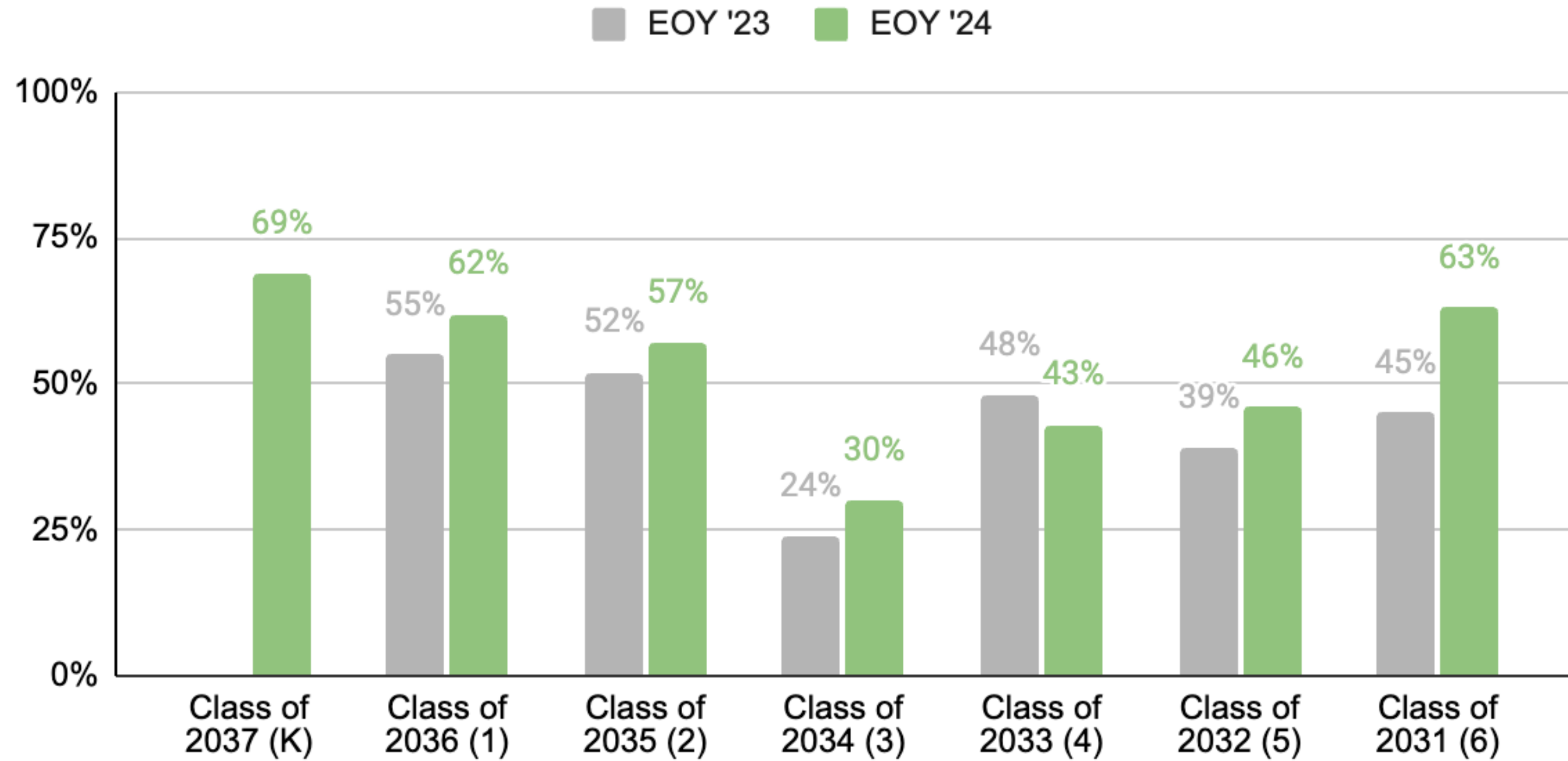


GOAL #1 READING

Students at or above benchmark in reading will make typical growth as measured by Acadience & Classroom Based Measures by the Spring 2026 Benchmark.

Students below or well-below benchmark in reading will make above typical or well-above typical growth as measured by Acadience & Classroom Based Measures by the Spring 2026 Benchmark.

EOY '23 and EOY '24 Crestview Universal Screener Reading



District CIP: Academic
Engagement

STRATEGIES

Job Embedded PD

Peer Coaching

Monthly Data Review

Focus on High Leverage
Instructional Practices Done Well

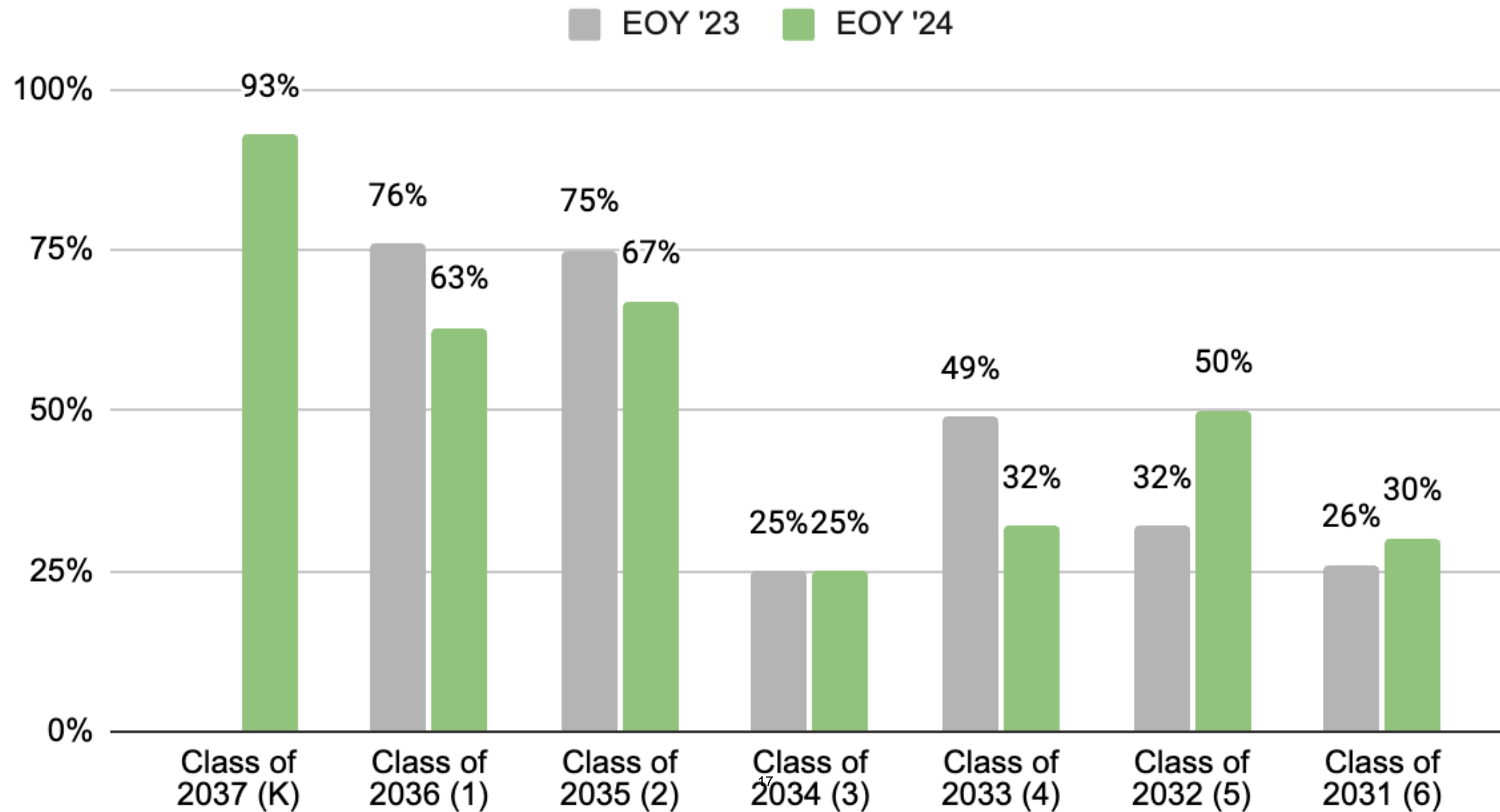


GOAL #1 MATH

Students at or above benchmark in math will make typical growth as measured by iReady & Classroom Based Measures by the Spring 2026 Benchmark.

Students below or well-below benchmark in math will make above typical or well-above typical growth as measured by iReady & Classroom Based Measures by the Spring 2026 Benchmark.

End of '23 and End of '24 CVH Universal Screener: Math



District CIP: Academic
Engagement

STRATEGIES

Focus on Daily
Math Lesson Block

Peer Coaching

Introduction of Math Review



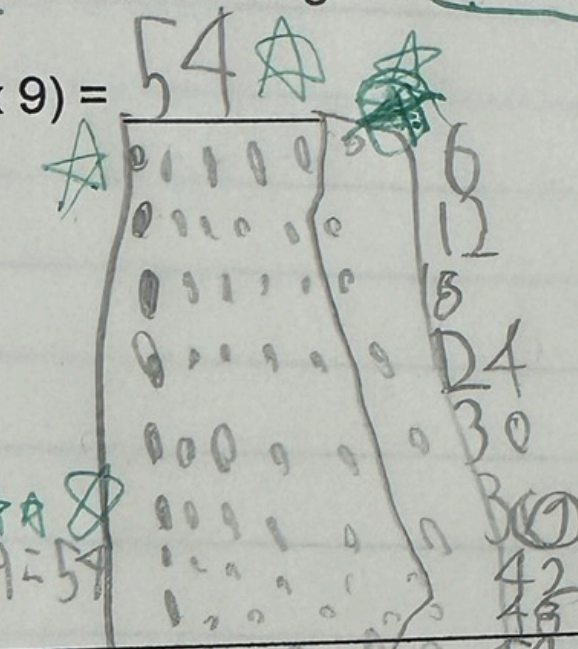
MATH REVIEW

Math Review problems are created based upon student data from previously taught skills or strategies.

- Students collaborate w/each other using math vocabulary.
- Corrective feedback is given to students immediately.
- Students reflect on their performance & use their reflections the following day



Date: 11/5/25

Math Problem	Reflection
<p>CS: The break apart method is a way to solve multiplication problems.</p> <p>Find the <u>product</u> of 6×9 using the <u>break apart</u> method below:</p> <p>$(5 \times 9) + (1 \times 9) = 54$</p>  <p>$45 + 9 = 54$</p>	<p>I used used Break apart in then I got the problem correct</p>

Name: _____
Date: 10-6-25

Math Problem	Reflection
<p>CS: Decomposing and recomposing numbers allows us to subtract efficiently.</p> <p>Solve the subtraction problem using expanded form.</p> <p>$458 - 276 = 182$</p> <p>450 $\neq 50 + 8$</p> <p>$200 + 70 + 6$</p> <p>$100 + 80 + 2 = 182$</p>	<p>I ree group and that how I got it right</p>

QUESTIONS?

THANK YOU



- b. Financial Report. BG-3
 - 1. Monthly Financial Report

General Fund Revenue & Expenditure Summary (Unaudited)

Fiscal Year 2025-26

Year To Date Transactions as of October 31, 2025 - UNAUDITED

	Period 1 Actual July '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Projected Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected March '26	Period 10 Projected April '26	Period 11 Projected May '26	Period 12 Projected June '26	Period 13 Projected July '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	Year-To-Date 2025-26 Actuals	YTD Diff Budget vs. Projected	% of Budget
REVENUES																		
LOCAL SOURCES:																		
Current year's levy					34,801,276	7,136,308	575,138	298,987	1,124,249	164,440	182,950	1,194,565	840,777	46,318,690 *	46,319,020	-	(330)	0%
Prior years' taxes		171,229	139,791	86,762	52,031	86,749	32,068	33,475	94,219	(38,564)	38,471	98,889	89,483	884,603 *	805,000	397,782	79,603	49%
Interest on Investments	90,611	92,604	86,620	76,655	41,650	110,753	96,042	85,962	81,366	61,137	64,314	100,097	32,301	1,020,112	805,515	346,490	214,597	43%
Fees Charged to Grants				16,972	16,224	15,174	33,988	21,266	27,777	40,047	24,148	140,299	92,081	427,976	439,247	16,972	(11,272)	4%
Rentals							5,000					5,000		10,000	10,000	-	-	0%
Contributions														0		-	-	#DIV/0!
Other Local Income	25,383	(10,706)	689	29,289	71,264	99,106	79,812	48,990	82,796	90,705	99,448	138,907	326,720	1,082,403	1,169,587	44,655	(87,184)	4%
INTERMEDIATE SOURCES:																		
ESD - Severe Disab Support							123,000					123,000		246,000	246,000	-	-	0%
County School Fund							119,875					180,125		300,000 *	300,000	-	-	0%
Other, Hvy Eq Rent Tax, etc		1,250												1,250		1,250	1,250	#DIV/0!
STATE SOURCES:																		
SSF- Current Year	3,696,772	1,847,277	1,847,277	1,844,295	1,848,386	1,848,386	1,848,386	1,959,060	1,959,060	1,934,060	1,959,060			22,592,019	22,621,328	9,235,621	(29,309)	41%
SSF- Prior Year														0		-	-	#DIV/0!
Common School Fund							329,295					329,295		658,590 *	658,590	-	-	0%
State Timber					125,282	29,748		61,431			107,817	39,176	136,546	500,000 *	500,000	-	-	0%
Unrstd Grants, HCD, Wildfire					57,705			726	2,687	52,575	38,914	47,393		200,000	200,000	-	-	0%
FEDERAL SOURCES:																		
Federal Forest Fees														0		-	-	#DIV/0!
Foster Care Transp Reimb													50,000	50,000	50,000	-	-	0%
OTHER RESOURCES:																		
Interfund Transfer														0		-	-	#DIV/0!
Sale of Assets/Ins Proceeds			597											597		597	597	#DIV/0!
Beginning Fund Balance	15,192,860													15,192,860	13,924,568	15,192,860	1,268,292	109%
Total Monthly Revenues	19,005,627	2,101,654	2,074,974	2,053,973	37,013,818	9,326,224	3,242,604	2,509,897	3,372,154	2,304,400	2,515,122	2,396,746	1,567,908	89,485,100	88,048,855	25,236,227	1,436,245	29%
CUMULATIVE RESOURCES	19,005,627	21,107,281	23,182,254	25,236,227	62,250,045	71,576,269	74,818,873	77,328,770	80,700,924	83,005,324	85,520,446	87,917,192	89,485,100					

EXPENDITURES																		
Salaries (100)	636,041	819,461	2,919,200	3,011,951	2,596,048	2,486,373	2,452,947	2,554,468	2,463,529	2,423,288	2,585,376	6,050,583	5,482,990	35,239,168	35,239,168	7,386,653	-	21%
Employee benefits (200)	268,553	347,369	1,371,670	1,517,320	1,439,272	1,393,971	1,394,113	1,414,243	1,414,511	1,409,052	1,449,363	3,551,532	1,744,296	18,640,916	18,640,916	3,504,911	-	19%
Purchased services (300)	1,318,821	905,005	1,143,470	1,913,800	1,360,335	2,018,130	1,633,280	1,566,101	1,610,327	1,676,419	1,937,475	2,015,270	1,149,602	19,916,806	19,916,806	5,281,096	-	27%
Supplies (400)	102,433	204,326	280,565	123,145	138,567	130,654	106,000	96,937	94,101	148,166	183,080	273,634	258,164	2,114,981	2,114,981	710,469	-	34%
Capital outlay (500)					18,477	9,226		5,440	4,104	22,772	23,718	39,308		204,580	204,580	-	-	0%
Insurance/Other (600)	1,204,466	4,428	33,646	35,418	30,709	17,137	13,844	6,862	6,427	9,332	41,519	29,812	34,872	1,387,759	1,387,759	1,277,958	-	92%
Interfund Transfers (700)											1,000,000	345,198			1,345,198	-	(1,345,198)	0%
Contingency (800)															3,750,000	-	(3,750,000)	0%
Unappropriated Funds (800)															5,449,457	-	(5,449,457)	0%
Total Monthly Expenditures	3,530,314	2,280,590	5,748,551	6,601,634	5,583,408	6,055,491	5,600,184	5,644,051	5,592,999	5,689,029	7,220,531	12,305,337	8,669,924	77,504,210	88,048,865	18,161,088	(10,544,655)	21%
CUMULATIVE EXPENDITURES	3,530,314	5,810,903	11,559,454	18,161,088	23,744,496	29,799,987	35,400,171	41,044,222	46,637,221	52,326,250	59,546,781	71,852,118	80,522,042					
Month-end Fund Balance	15,475,313	15,296,377	11,622,800	7,075,139	38,505,549	41,776,282	39,418,702	36,284,548	34,063,703	30,679,074	25,973,665	16,065,074	8,963,058	11,980,890			7,075,139	

Revenue Assumptions:		* Local Revenue - Projected	48,661,883
Projection amounts based on Adopted Budget and avg % received during same time period over past 8 years		Local Revenue included in 3/3/25 SSF Estimate	48,582,610
Beginning Fund Balance - \$623,495 increase due to receipt of \$627,203 SSF from ODE Federal Forest Fees error in 2017-2020 and other final audit entries. Helps cover the \$393,000 of positions moved from SIA to General Fund from ODE allocation error.		Estimated 2024/25 SSF Adjustment (May 2026)	(79,273)
Balance adjusted for interest disbursed to special revenue funds on 10/31/25 for July - October		Anticipated Ending Fund Balance	11,901,617
Amounts not received in October added to November		Less Unappropriated Ending Fund Balance (7% Required) & Contingency	(9,199,457)
		Less Estimated Building Ending Fund Balance for use in 2025-26	(1,000,228)
		Excess Ending Fund Balance	1,701,932
			24/25 Wildfire Funds \$1,324,854 Rcvd Early

	Monthly ADMr - Prior Years						Monthly ADMr	YTD ADMr	Yr to Yr Diff	Budgeted	YTD Diff	
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25						
Expenditure Assumptions:	5,567.9	4,892.4	5,163.5	5,095.5	4,959.1	4,775.6	September	4,641.8	4,641.8	(133.8)	4,536.5	105.3
Projection amounts based on Adopted Budget and avg % expended during same time period over past 8 years	5,586.5	4,945.8	5,189.8	5,111.6	4,984.2	4,767.7	October	4,643.9	4,641.6	(123.8)		105.1
	5,596.7	4,968.0	5,191.8	5,109.0	4,974.9	4,757.7	November					
	5,585.9	5,089.1	5,192.9	5,098.5	4,961.0	4,746.6	December					
	5,577.6	5,054.0	5,184.1	5,095.4	4,945.4	4,726.8	January					
	5,569.1	5,052.3	5,180.8	5,103.0	4,935.4	4,716.6	February					
COVID-19		5,048.6	5,170.4	5,101.0	4,911.4	4,709.8	March					
ADM Frozen		5,048.6	5,167.2	5,097.6	4,872.3	4,700.5	April					
2nd Qtr (Dec)		5,049.0	5,157.0	5,093.8	4,859.1	4,690.4	May					
		5,090.2	5,122.6	5,007.0	4,833.5	4,618.9	June					
		5,090.2	5,122.6	5,072.2	4,916.2	4,687.2	June YTD					

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

REVENUES	Projected**	Actual	Actual Compared to Projected	Comments
LOCAL SOURCES:				
Current year's levy			-	*
Prior years' taxes	98,353	86,762	(11,591)	*
Interest on Investments	26,265	76,655	50,390	Seg Int entries complete
Fees Charged to Grants	18,056	16,972	(1,085)	Varies based on expense/timing
Rentals			-	
Contributions			-	
Other Local Income	66,932	29,289	(37,643)	
INTERMEDIATE SOURCES:				
ESD - Severe Disability Support			-	
County School Fund			-	*
Other, Hvy Eq Rent Tax, etc			-	
STATE SOURCES:				
SSF- Current Year	1,846,386	1,844,295	(2,091)	*
SSF- Prior Year			-	*
Common School Fund			-	*
State Timber	59,937		(59,937)	*
Unrestricted Grants	57,705		(57,705)	*
FEDERAL SOURCES:				
Federal Forest Fees			-	
Foster Care Transport Reimb			-	
OTHER RESOURCES:				
Interfund Transfer			-	
Sale of Assets/Ins Proceeds			-	
Beginning Fund Balance			-	
Total Monthly Revenue	2,173,634	2,053,973	(119,661)	
EXPENDITURES				
Salaries (100)	2,469,169	3,011,951	542,782	Add'l 2% Licensed COLA
Employee benefits (200)	1,402,721	1,517,320	114,599	
Purchased services (300)	1,440,713	1,913,800	473,087	
Supplies (400)	153,883	123,145	(30,738)	
Capital outlay (500)	12,561		(12,561)	
Insurance/Other (600)	23,685	35,418	11,733	Non-Bond Project Increases
Interfund Transfers (700)			-	
Contingency (800)				
Unappropriated Funds (800)				
Total Monthly Expenditures	5,502,732	6,601,634	1,098,902	

*Indicates SSF formula revenue -- excesses are returned to the State

** Projections based on budget and average % received/expended during same time period over past 8 years

Lincoln County School District
 2025-26 General Fund - Purchased Services Monthly Comparison
 October 2025

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs	400	988	29,919	73,764									105,071
Cleaning Services	195,560	195,560	195,560	195,560									782,242
Repairs & Maint	45,180	59,774	28,638	24,319									157,911
Rentals	1,615	29,368	1,615	8,440									41,039
Utilities	134	36,667	115,382	120,757									272,940
Transportation	77	3,668	199,468	874,441									1,077,654
Travel	1,862	7,149	756	4,138									13,905
Telephone		8,522	4,330	12,695									25,547
Postage	2,042	1,529	3,515	3,879									10,965
Advertising	115	15											130
Printing & Binding	4,147	4,956	15,655	12,375									37,134
Data Lines		390	300	492									1,182
Charter School Pmts	1,027,152	513,577	513,577	513,577									2,567,883
Tuition		33,166	33,166	32,096									98,427
Audit Services				15,000									15,000
Legal Services		300	1,476	19,976									21,752
Architect/Engr Svcs				1,065									1,065
Neg/Labor Consltg													-
Managemnt Svcs													-
Data/Tech Svcs													-
Election Services													-
Other Gen Prof Svcs	40,537	9,375	112	1,227									51,251
Total	1,318,821	905,005	1,143,470	1,913,800	-	-	-	-	-	-	-	-	5,281,096

For Reference

Only:

Less Transportation	(77)	(3,668)	(199,468)	(874,441)	-	-	-	-	-	-	-	-	-
Charter Sch Pmts	(1,027,152)	(513,577)	(513,577)	(513,577)	-	-	-	-	-	-	-	-	-

Purchased

Services	291,593	387,760	430,425	525,782	-	-	-	-	-	-	-	-	A
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Notes:

A: Removing Transportation & Charter Payments with their irregular payment patterns from the totals smooths the monthly totals for comparison purposes. For Reference Only.

B: Includes July - Sept Invoices with Fixed Costs

LINCOLN COUNTY SCHOOL DISTRICT

	Budget	Encumb'd	YTD Actual	Remaining
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	2,644,752		318,280	2,326,472
Intermediate				
State	4,745,548		324,217	4,421,331
Federal	8,116,673		482,733	7,633,940
Beg. Fund Balance *	2,946,543		2,830,894	115,649
Total Revenues	18,453,516		3,956,124	14,497,392
Expenditures:				
Instruction	5,360,909	2,732,996	681,664	1,946,249
Support Services	8,388,582	1,313,422	1,065,831	6,009,330
Enterprise	854,442	113,154	86,258	655,030
Facilities Acq & Const	3,849,584	96,580		3,753,004
End Fund Bal/Tfrs				0
Total Expenditures	18,453,516	4,256,152	1,833,753	12,363,612
Fund Balance			2,122,372	***

Indigenous Peoples (286)				
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	86,279		186,279	(100,000)
Total Revenues	86,279	0	186,279	(100,000)
Expenditures:				
Instruction	86,279	9,501		76,778
Support Services				0
End Fund Balance				0
Total Expenditures	86,279	9,501	0	76,778
Fund Balance			186,279	
Less Encumbered			9,501	
Available for Expenditure			176,778	

Musical Instruments (287)				
Revenues:				
Transfers				0
Beg. Fund Balance*	433,661		533,656	(99,995)
Total Revenues	433,661		533,656	(99,995)
Expenditures:				
Instruction	393,000			393,000
Support Services	40,661			40,661
End Fund Balance				0
Total Expenditures	433,661	0	0	433,661
Fund Balance			533,656	
Less Encumbered			0	
Available for Expenditure			533,656	

* Beginning Fund Balances are Audited

** Fund Balances do NOT include encumbered expenditures

*** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal

2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of October 31, 2025 - UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Pre-School Promise (288)				
Revenues:				
State	563,400		43,400	520,000
Beg. Fund Balance*			0	0
Total Revenues	563,400		43,400	520,000
Expenditures:				
Instruction	525,968	362,034	76,599	87,336
Support Services	50,996	20,593	8,490	21,913
Enterprise	19,116			19,116
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	596,080	382,627	85,089	128,365
Fund Balance			(41,689)	***

Student Investment Account (289/989)				
Revenues:				
State	5,037,550		1,421,228	3,616,321
Beg. Fund Balance*				0
Total Revenues	5,037,550		1,421,228	3,616,321
Expenditures:				
Instruction	2,541,627	1,834,986	351,521	355,120
Support Services	2,231,186	1,877,614	362,977	(9,405)
Enterprise	264,736			264,736
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	5,037,550	3,712,600	714,499	610,451
Fund Balance			706,730	***

Curriculum (290)				
Revenues:				
Local	80,000		69,262	10,738
Transfers	500,000			500,000
Beg. Fund Balance*	5,440,952		4,908,824	532,128
Total Revenues	6,020,952		4,978,086	1,042,866
Expenditures:				
Instruction	1,098,000	20,005	562,546	515,450
Support Services				0
Contingency	4,922,952			4,922,952
End Fund Balance				
Total Expenditures	6,020,952	20,005	562,546	5,438,402
Fund Balance			4,415,540	
Less Encumbered			0	
Available for Expenditure			4,415,540	

Balances Changed from Last Month

	Budget	Encumb'd	YTD Actual	Remaining
Small Schools Grant (291) WHS & Toledo Jr/Sr HS				
Revenues:				
Local			2,656	(2,656)
State	72,519			72,519
Beg. Fund Balance *	205,142		172,991	32,151
Total Revenues	277,661		175,647	102,014
Expenditures:				
Instruction	180,216	11,901	6,966	161,348
Support Services	24,926	6,300	1,963	16,663
Enterprise				0
Facilities Acq & Const				
Conting/End Fund Bal	72,519			72,519
Total Expenditures	277,661	18,201	8,930	250,530
Fund Balance			166,717	
Less Encumbered			18,201	
Available for Expenditure			148,516	

High School Success (292)				
Revenues:				
State	1,534,608		767,304	767,304
Beg. Fund Balance *				0
Total Revenues	1,534,608		767,304	767,304
Expenditures:				
Instruction	812,675	530,573	150,276	131,826
Support Services	721,933	220,203	94,564	407,166
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	1,534,608	750,776	244,840	538,993
Fund Balance			522,464	***

Building Maintenance (293)				
Revenues:				
Local	50,000		36,267	13,733
Federal				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance *	2,185,005		2,433,348	(248,343)
Total Revenues	2,235,005		2,469,615	(234,610)
Expenditures:				
Instruction	375,000			375,000
Support Services	675,000	163,753	103,813	407,434
Enterprise				
Facilities Acq & Const	1,185,005	25,568	161,682	997,756
End Fund Bal/Tfrs				
Total Expenditures	2,235,005	189,321	265,495	1,780,189
Fund Balance			2,204,119	
Less Encumbered			189,321	
Available for Expenditure			2,014,799	

LINCOLN COUNTY SCHOOL DISTRICT

	Budget	Encumb'd	YTD Actual	Remaining
Food Services (294)				
Revenues:				
Local	269,150		6,014	263,136
State	125,000		11	124,989
Federal	3,326,636		24,850	3,301,786
Sale/Loss of Assets			74,727	(74,727)
Beg. Fund Balance *	100,000		196,889	(96,889)
Total Revenues	3,820,786		302,491	3,518,295
Expenditures:				
Instruction	68,210	40,576	23,064	4,570
Support Services	37,724	25,124	11,552	1,048
Enterprise	3,714,852	2,750,889	457,719	506,244
Total Expenditures	3,820,786	2,816,589	492,336	511,861
Fund Balance			(189,845) ***	

Student Activities (295)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	1,380,723		437,534	943,189
Beg. Fund Balance *	1,500,000		1,303,089	196,911
Total Revenues	2,880,723		1,740,623	1,140,100
Expenditures:				
Instruction	1,500,723	157,658	367,337	975,728
Support Services	110,000	1,007	3,416	105,577
Enterprise	100,000		1,750	98,250
Facilities Acq & Const		31,470		(31,470)
Contingency	1,170,000			1,170,000
Total Expenditures	2,880,723	190,135	372,503	2,318,084
Fund Balance			1,368,120	
Less Encumbered			190,135	
Available for Expenditure			1,177,984	

Outdoor School for All (296)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
State	327,689			327,689
Total Revenues	327,689		0	327,689
Expenditures:				
Instruction	306,018			306,018
Support Services	21,671			21,671
Total Expenditures	327,689	0	0	327,689
Fund Balance			0 ***	

Technology (298)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	20,515		71,146	(50,631)
Transfers	500,000			500,000
Beg. Fund Balance*	4,475,000		4,438,189	36,811
Total Revenues	4,995,515		4,509,335	486,180
Expenditures:				
Instruction	334,000			334,000
Support Services	463,989	28,603	72,928	362,458
Contingency	1,000,000			1,000,000
End Fund Balance	3,197,526			3,197,526
Total Expenditures	4,995,515	28,603	72,928	4,893,984
Fund Balance			4,436,407	
Less Encumbered			28,603	
Available for Expenditure			4,407,804	

2025-26 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS As of October 31, 2025 - UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Vehicle Replacement (299)				
Revenues:				
Local	128,500		1,678	126,822
Sale of Assets				0
Beg. Fund Balance *	96,557		163,144	(66,587)
Total Revenues	225,057		164,822	60,235
Expenditures:				
Support Services	225,057		55,348	169,709
End Fund Balance				
Total Expenditures	225,057	0	55,348	169,709
Fund Balance			109,474	
Less Encumbered			0	
Available for Expenditure			109,474	

PERS Bonds Debt Service (320)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	4,850,636		933,912	3,916,724
Beg. Fund Balance *	7,162,566		8,843,137	(1,680,571)
Total Revenues	12,013,202		9,777,049	2,236,153
Expenditures:				
Debt Service	6,167,240			6,167,240
End Fund Balance	5,845,962			5,845,962
Total Expenditures	12,013,202	0	0	12,013,202
Fund Balance			9,777,049	

GO Bonds Debt Service (330 & 331)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	6,179,420		92,745	6,086,675
Transfers	6,695,000			6,695,000
Beg. Fund Balance *	8,862,585		9,447,305	(584,720)
Total Revenues	21,737,005		9,540,051	12,196,954
Expenditures:				
Debt Service	15,042,000			15,042,000
Transfers	6,695,005			6,695,005
End Fund Balance				0
Total Expenditures	21,737,005	0	0	21,737,005
Fund Balance			9,540,051	

Capital Construction Fund (405)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	620,000		136,319	483,681
Beg. Fund Balance *	1,944,505		1,971,770	(27,265)
Total Revenues	2,564,505		2,108,089	456,416
Expenditures:				
Support Services	510,000		42,999	467,001
Facilities Acq & Const	2,054,505	500,000	391,831	1,162,674
Total Expenditures	2,564,505	500,000	434,830	1,629,675
Fund Balance			1,673,259	
Less Encumbered			500,000	
Available for Expenditure			1,173,259	

	Budget	Encumb'd	YTD Actual	Remaining
OSCIM Grant - Capital Construction Fund				
Revenues:				
State				0
Beg. Fund Balance *				0
Total Revenues	0		0	0
Expenditures:				
Support Services				0
Facilities Acq & Const				0
Total Expenditures	0	0	0	0
Fund Balance			0	
Less Encumbered			0	
Available for Expenditure			0	

Future Property Purchases Reserve (420)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	25,000		18,408	6,592
Fund Trfs/Asset Sales				
Beg. Fund Balance *	1,156,355		1,182,565	(26,210)
Total Revenues	1,181,355		1,200,973	(19,618)
Expenditures:				
Facilities Acq & Const	1,181,350			1,181,350
Transfers	5			
Total Expenditures	1,181,355			1,181,355
Fund Balance			1,200,973	

Dental/Vision Self Insurance (610)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	1,011,583		205,969	805,614
Beg. Fund Balance *	1,356,628		1,332,871	23,757
Total Revenues	2,368,211		1,538,840	829,371
Expenditures:				
Support Services	988,107		356,546	631,561
Contingency	1,380,104			1,380,104
Total Expenditures	2,368,211		356,546	2,011,665
Fund Balance			1,182,293	
Less Encumbered			0	
Available for Expenditure			1,182,293	

District Medical Group HRA (620)				
	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	910,000		238,878	671,122
Beg. Fund Balance	3,217,270		3,438,617	(221,347)
Total Revenues	4,127,270		3,677,495	449,775
Expenditures:				
Support Services	1,114,655	49,530	176,724	888,401
End Fund Balance	3,012,615			3,012,615
Total Expenditures	4,127,270	49,530	176,724	3,901,016
Fund Balance			3,500,771	
Less Encumbered			49,530	
Available for Expenditure			3,451,241	

Balances Changed from Last Month

* Beginning Fund Balances are Audited

** Fund Balances do NOT include encumbered expenditures

*** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over \$25,000 - All Funds
2025-26 Fiscal Year
OCTOBER 2025

Date	Payee	Description	Amount
10/3/2025	TOM STEVENS BOILER REPAIR, INC.	COMMERCIAL BOILER - TOES	\$ 48,897.50
10/3/2025	SPRINGHOUSE PROFESSIONALS LLC	CONTRACTED PROF. SRVS -SPECIAL NEEDS	\$ 28,921.00
10/3/2025	FIRST STUDENT, INC.	2025-26 STUDENT TRANSPORTATION	\$ 199,491.60
10/10/2025	NORTHWEST TEXTBOOK DEPOSITORY	CURRICULUM - ELEMENTARY ELA	\$ 105,917.74
10/10/2025	JD CONCRETE	NHS RETAINING WALL	\$ 38,000.00
10/10/2025	CLEARGOV INC	2025-26 BUDGET SOFTWARE	\$ 26,987.50
10/10/2025	EDDYVILLE CHARTER SCHOOL	2025-26 SSF PAYMENTS	\$ 274,810.91
10/10/2025	SILETZ VALLEY CHARTER SCHOOL	2025-26 SSF PAYMENTS	\$ 230,772.09
10/10/2025	SODEXO, INC & AFFILIATES (CUST)	2025-26 CONTRACTED SERVICES	\$ 197,294.67
10/17/2025	LATHAM CENTERS, INC.	TUITION-SPECIAL ED OUT OF STATE PLACEMENT	\$ 32,095.80
10/17/2025	FIRST STUDENT, INC.	2025-26 STUDENT TRANSPORTATION	\$ 632,118.45
10/21/2025	PETERSON POWER SYSTEMS INC	GENERATORS - TAHS, NMS - PIER GRANT	\$ 458,291.00
10/24/2025	SODEXO, INC & AFFILIATES (CAFE)	2025-26 CONTRACTED SERVICES	\$ 304,932.96
10/31/2025	EDDYVILLE CHARTER SCHOOL	2025-26 SIA GRANT REIMBURSEMENT	\$ 25,799.16

**LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
October 31, 2025**

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	\$	36,819,385
Additions		1,538,139
Reductions		5,000,000
Ending Balance	\$	33,357,524

Oregon State Treasury - Local Government Investment Pool - 2002 PERS Bonds

Beginning Balance	\$	1,101,884
Additions		261,613
Reductions		0
Ending Balance	\$	1,363,496

Oregon State Treasury - Local Government Investment Pool - 2003 PERS Bonds

Beginning Balance	\$	1,253,500
Additions		297,973
Reductions		0
Ending Balance	\$	1,551,473

Oregon Coast Bank - Money Market Account

Beginning Balance	\$	12,543,249
Additions		5,046,265
Reductions		6,301,000
Ending Balance	\$	11,288,514

Oregon Coast Bank - 9 Month Time CD (Fund 331 QSCB Sinking Fund)

3.94%

Beginning Balance	\$	1,899,504
Additions		-
Reductions		-
Ending Balance	\$	1,899,504

Monthly Totals

Beginning Balance	\$	53,617,522
Additions	\$	7,143,990
Reductions	\$	11,301,000
Ending Balance	\$	49,460,512

Interest Rates

	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>
LGIP	4.60%	4.60%	4.57%
Oregon Coast Bank	4.65%	4.65%	4.55%

2. Monthly Financial Report - Bonds

**LINCOLN COUNTY SCHOOL DISTRICT
BOND CAPITAL CONSTRUCTION FUND 425
UNAUDITED FINANCIAL STATEMENTS
As of October 31, 2025**

	Budget	Encumb'd	Actual	Remaining
2024-25 Revised per Auditor				
Revenues:				
Local - Interest				
Bond Proceeds				
Fund Tfrs/Asset Sales				
Beg. Fund Balance *				
Total Revenues				
Expenditures:				
Instruction				
Support Services				
Facilities Acq & Const			301,154	
Debt Service				
End Fund Bal/Tfrs				
Total Expenditures			301,154	
Fund Balance			(301,154)	
Less Encumbered			0	
Available for Expenditure			(301,154)	
2025-26				
Revenues:				
Local - Interest			312,047	
Bond Proceeds			78,754,146	
Fund Tfrs/Asset Sales				
Beg. Fund Balance *			0	
Total Revenues	0		79,066,193	(79,066,193)
Expenditures:				
Instruction				
Support Services			447,936	(447,936)
Facilities Acq & Const	17,295,535	3,739,103	3,868,403	9,688,029
Debt Service			63,392	(63,392)
End Fund Bal/Tfrs				
Total Expenditures	17,295,535	3,739,103	4,379,730	9,176,702
Fund Balance			74,686,463	
Less Encumbered			3,739,103	
Available for Expenditure			70,947,360	

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

Date	Payee	Description	Amount
10/2/2025	TOM STEVENS BOILER REPAIR, INC.	BOILERS - CVH, NMS	\$ 106,001.50
10/21/2025	STRUCTURED COMM. SYSTEMS, INC	SECURITY CAMERAS & 3 YR LIC -ALL LOCS	\$ 839,953.76
10/23/2025	NYHUS SURVEYING, INC	ENGINEER -LAND SURVEY WHS,TAHS,TOHS,NHS	\$ 30,050.00
10/30/2025	CARLSON TESTING INC	GEOTECH/SEISMIC-TOHS, WHS AUDITORIUMS	\$ 30,687.75

**LINCOLN COUNTY SCHOOL DISTRICT
BOND INVESTMENTS REPORT
October 31, 2025**

**Piper Sandler & Co Brokerage Account, Bank of New York - Pershing
US Treasury Fixed Income Securities**

Beginning Balance	\$ 59,147,969
Additions	150,216
Reductions	-
Ending Balance	\$ 59,298,185

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	\$ 13,068,883
Additions	50,736
Reductions	0
Ending Balance	\$ 13,119,619

Oregon Coast Bank - Money Market Account

Beginning Balance	\$ 5,000,477
Additions	129,944
Reductions	2,232,645
Ending Balance	\$ 2,897,776

Monthly Totals

Beginning Balance	\$ 77,217,329
Additions	\$ 330,896
Reductions	\$ 2,232,645
Ending Balance	\$ 75,315,580

Interest Rates

	<u>Sept</u>	<u>Oct</u>
LGIP	4.60%	4.57%
Oregon Coast Bank	4.65%	4.55%

- c. Food Services Report (Written). BG-4
 - 1. Nutrition Services Report

THE MONTHLY FEED - NOVEMBER 2025

jamie.nicholson@lincoln.k12.or.us
scott.barker@lincoln.k12.ort.us
rebecca.smith@lincoln.k12.or.us

NUTRITION SERVICES

Lincoln County School District

School Meals Gardens Food Pantry



GARLICPALOOZA

A HUGE thank you to everyone who came out and supported Garlicpalooza!



Sponsors, Volunteers, Vendors, and Attendees, we could not have done it without you! This turned out to be a great community event that helped raise money and awareness for the LCSD School Gardens and Food Pantry. We can't wait to do it again next fall.

Here are a few pictures that show just a little of the day's festivities.







The Garlic Spell

For the 1st Annual GarlicPalooza (Garlic Festival) by Lincoln County School District & Sodexo

In the hush of fall, when daylight folds,
I press my cloves in sandy gold.
Each one a promise, small but bold—
A secret whispered to the cold.

Down they rest, in earthen beds,
Where compost dreams and life is fed.
Through winter's chill, through dark and doubt,
Garlic waits—then *pushes out*.

Come spring! Green blades of fire rise high,
Defiant spears that pierce the sky.
They know the dance of sun and rain—
They thrive in struggle, bloom through pain.

In kitchens hot with scent and sound,
Garlic spins the world around.
Crushed in oil, or kissed by flame—
It wakes the tongue, ignites the name.

It's sensual, baby—let's be clear:
Garlic doesn't whisper—it *appears*.
It hums in soup, seduces bread,
Turns timid cooks to gods instead.

And listen—this bulb's no fool.
It's climate-smart, it keeps things cool.
Restores the soil, holds the ground,
A spicy hope the Earth's still sound.

In garden rows where students grow,
Hands plant hope in beds below.
They feed their friends, they cheer, they grin—
And keep the vampires *out again!* ♀

So - hang your braids and light your way,
Let garlic guard your night and day.
It feeds the Earth, it heals, it fights—
The hero bulb that loves dark nights.

HERE, IS... to GARLIC—pure and brave,
A funky friend, a farm kid's rave.
From sandy soil to sizzling pan,
Garlic grows where hope began.

Let's peel the layers, smell the truth:
The planet heals in garlic's proof.
One clove, one seed, one shining goal:
Feed the body.
Fuel the soul.

By Gwendolyn Wyard

1st place winner from the
Garlicpalooza Adult Poem Contest

November Specials

November 12th: 3 Sisters Stew to celebrate Native American Heritage Month.

November 25th: Turkey Roast with mashed potatoes and gravy, stuffing, cranberry sauce, and a dessert surprise made with local grains.



The West area STEP Transition Program is growing herbs. Deliveries are made to the Kitchens at Newport High School and Newport Middle School to enhance the lunch programs.

“A big thanks to Zach and Trista and Sodexo Nutrition Services for providing this opportunity to learn about herbs and lettuces. It has increased the number of students eating salads in the Transition Program.” Said Violet Brown, SLC Learning Specialist



Above: Hydroponic Grow Towers growing year-round to supply lettuce and fresh herbs to school kitchens.



Above & Left: Transition Students preparing and delivering what they have grown.

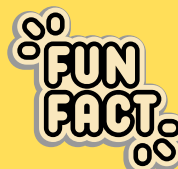


Each month Sodexo incorporates a fresh item into the menu to introduce students to new foods.

This months Fresh Pick is Cranberry!

Watch the November menu for

- Orange Cranberry Muffin Top
- Cranberry Sauce
- Dried cranberries on the salad bar



Cranberries are one of only a few fruits native to North America.

WHAT'S GROWING ON?

-LCSd SCHOOL GARDENS-



81.61 pounds of produce harvested so far this year!

FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)

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:
Parsnips, Orange Cauliflower, Red Grapes, Broccolini, and Blackberries.

Did You Know?



- Blackberries are not a true berry, but an aggregate fruit made of many tiny fruits called drupelets, each with its own seed.
- Each drupelet is a single tiny fruit, and when they are all stuck together, they look like one big berry

Farm Fresh Friday Spotlight



November 7th: Tuna Melt made with Oregon Choice Tuna.
November 21st: Meatloaf made with Grizzly's Gourmet Meat.



nutrislice

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

Kitchen Kudos Corner



Taft High kitchen won the October Farm Fresh Friday Tamale Pie presentation contest. Thank you for taking the extra steps to make lunch look great!

CONGRATULATIONS

Free language assistance, auxiliary aids, and/or accommodations are available upon request. Meal accommodations can also be made to support medical needs as well as some preferential dietary needs.

Please contact your school, Nutrition Services, or email jamie.nicholson@lincoln.k12.or.us

@lcsdschoolgardens

@Lincoln County Oregon School Gardens

d. First Student Report (Written). BG-4

Lincoln County School District Board Meeting General Session, September 9, 2025

Date: November 6, 2025

Dear: LCSD School Board & Transportation Leadership,

As we move into October, our team is settling into the rhythm of the second month of the school year. Transportation operations have stabilized following the busy start of the fall term, and we continue to fine-tune routes and schedules to ensure efficiency and reliability for all students.



Driver staffing

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

- FY 26 Wages: \$22.45 – \$27.91
- Hiring Bonuses of \$3500 for CDL S/P endorsed drivers
- Hiring Bonuses of \$2000 for non-CDL S/P endorsed drivers
- Paid Training
- \$500 Employee Referral Bonus

The data on the left represents current driver availability and route count as of 11/06/2025. This week, we lost one driver in the East and gained one in the North.

Route Count	63
GenEd	41
SpEd	13
Type 10	9
Driver Staffing Goal	64
Drivers Assigned to a Route	54
Cover Drivers	6
Borrowed Drivers	4
Total Drivers On Hand <small>Excluding staff or borrowed drivers</small>	58
CDL	46
Type 10	8
Borrowed Drivers	4
Casual Drivers (limited route availability)	(7)
Over/(Short) for Route Coverage	-6
Drivers in Training/Testing	4
Apps as of 10/11/2025	2
Permit Pending	7
Total # in Training (Classroom)	0
Behind-the-Wheel Training	1
Leave/Unavailable	3



Recruiting

- Most of our applications come in through online job postings on popular employment sites such as Indeed, Craigslist, and WorkAtFirst.com. These platforms have been effective in helping us connect with candidates who are actively seeking new opportunities in our community.
- To broaden our reach even further, we're also running advertisements in *Oregon Coast Today*. This local publication allows us to reach a more diverse audience, including residents who may not be searching on traditional job boards but are interested in flexible, community-centered employment. By combining online and local outreach, we're ensuring that our message—and our opportunities—reach as many potential drivers as possible.



Customer issues/ resolutions

- **Driver Shortage:**
 - Like many districts nationwide, we continue to experience a shortage of qualified school bus drivers. This challenge stems from factors such as a competitive job market, the part-time nature of the position, and specific licensing requirements. Despite these obstacles, our transportation department remains committed to maintaining safe, reliable service for all students.
 - We implemented several strategies, including expanded online recruiting through Indeed, Craigslist, and WorkAtFirst.com, as well as local advertising in Oregon Coast Today to reach a broader audience. Additional initiatives include paid CDL training, referral and sign-on incentives.
 - The district also continues to prioritize driver retention through recognition programs and efforts to strengthen communication and workplace culture. These combined measures aim to ensure that every student continues to have access to safe and dependable transportation to and from school.
- **High Student Load Counts**
 - The introduction of N20 in Lincoln City has helped reduce the student load count on one of our routes with high behavior issues. Kim Bolden has made it her mission to coach the students in safe ridership and has taken this route for the time being. Having a steady driver also provides the consistency our students need on the school buses.
 - After a few scheduling hiccups and parental preferences regarding the drivers, FirstAlt has been a successful addition to LCSD. We are currently running five FirstAlt routes that assist students from the McKinney-Vento/HELP/Foster programs get to school as well as shorten rides by as much as 30 minutes one way.



Noteworthy Successes

- This month, we hired two new drivers and three new monitors.
- The three new Type 20 buses are ODE certified and registered. We moved a few activity buses around, with high mileage vehicles going to schools who don't use their vehicles as much. Of course, this means that the low mileage and new vehicles are at schools that take many trips in Type 20s.



Technology Updates

As part of our unwavering Focus on Safety, we are excited to share details about our new partnership with Samsara, the industry leader in safety technology and enhanced data analytics. Samsara's safety platform integrates with HALO™, First Student's technology platform, providing real-time data and analytics to help reduce preventable collisions and provide an overall safer experience for our drivers, monitors and student passengers.

The new technology provides a comprehensive view of our fleet by combining:

- Artificial Intelligence (AI) Cameras – Detect potential hazards, provide real-time in-cab alerts and capture critical moments to improve safety and support our drivers, school districts and law

enforcement.

- Vehicle Telematics – Deliver real-time data and diagnostics which serve as the foundation for driver safety, enable predictive maintenance and improve overall fleet performance.
- Enhanced Safety Features/Driver Protection – Builds on our existing driver scorecards by adding AI and video insights, creating greater visibility, providing real-time alerts to prevent accidents and enabling more effective coaching to reinforce a culture of safety and accountability.

Over the next year, we will be working with Samsara to install AI cameras and other features across our fleet of ~46,000 vehicles in North America. Together, we are building the most advanced safety and performance environment in student transportation..



Routing updates

- A few months ago, we reported on the implementation of an updated tracking app. “FirstView 1.0” not only provides information on our yellow fleet, it also shows where our FirstAlt vehicles are.
- With new drivers joining the group in Lincoln City, we were able to add the Oceanlake route N20. At this point all north routes are filled; however, we are not going to bring back another route until we have at least one more new driver on board. Our newest driver is currently covering LOA routes. We are hoping to add a second Oceanlake route in January 2026.



Latest news

Here’s a look back at all the spooky excitement:

♥ **Monday: Black Cat or Pajamas Day** — We kicked things off cozy and spooky! Team members even had the chance to relax between routes with some classic Halloween movies.

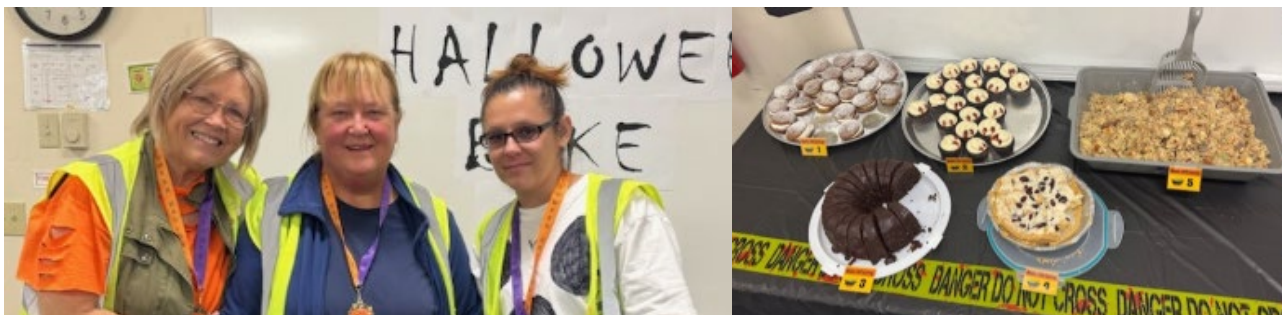
💀 **Tuesday: Skeleton or Military Day** — A great mix of costumes and creativity! Everyone had the opportunity to tackle a tricky Halloween-themed crossword puzzle.

🧠 **Wednesday: Zombie or Favorite Movie Character Day** — The costumes were amazing! We also kept our brains sharp with a fun Sudoku puzzle.

🍂 **Thursday: Pumpkin or Ghost Day** — The Halloween Bake-Off was a hit! So many delicious (and spooky!) treats made it tough to choose favorites.

👻 **Friday: Costume Contest & Potluck Day** — We wrapped up the week with our big costume contest, a festive potluck, and even a raffle! The creativity and team spirit were outstanding.

Our bake-off winners were Karol Kutz and Team Nany Deutschman and Alli Kesterson





Important dates

- 11/10 & 11/2025-No school except for ECS and EI on Monday
- 11/12/2025-Vetrans' Day Biscuits and Gravy to honor those who served their country
- TBA (Week of 11/17)-Thanksgiving Karaoke: a potluck with turkey, ham and all the trimmings

e. Custodial Services Report (Oral). BG-4



SODEXO & LINCOLN COUNTY SCHOOL DISTRICT

END OF THE MONTH REPORT- CUSTODIAL

OCTOBER 2025

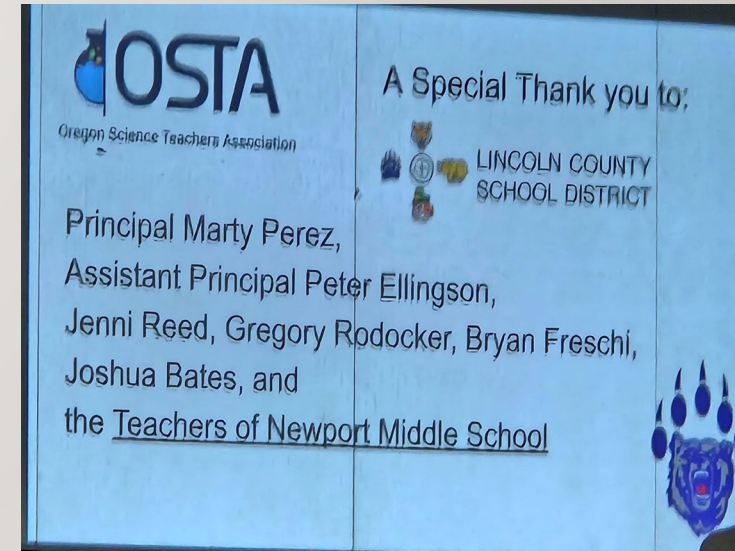
OCTOBER HIGHLIGHTS

- Yaquina View new washer
- Vape disposal program: received containers from health department. More on this on November meeting.
- Disregulated Student interaction policy: to give guidance to Sodexo staff in the event they are in proximity to a Disregulated student.
- Suppling bottles & sprayers and rags to Green team at NMS
- Weather is back and so are the ants: Leads retrained on what to do if we see ants in our buildings. (vacuum-bleach the trail-work order)
- Principal meetings: avg. score = 8.82
 - *Lowest score: 7 (1 school)
 - *Highest score: 10 (4 schools)



OCTOBER HIGHLIGHTS CONTINUED

-
- Oregon Science Teacher Association: Sodexo donated custodial for all day event at NMS.
 - Operations manager interviews: are ongoing, 2 candidates interviewed thus far.
 - Supplied LCSD nurses with Oxivir TB wipes to tryout. Awaiting feed back. *
 - Orbio generator: Still in process to find a viable solution in replacing our solutions for teachers to use in classrooms. *
 - Disinfection in schools*: continuing meetings with Natalia Aguilar to get data that shows absences due to only illness and also track trends. Looking to get Monday reports that reflect prior week absences in hopes to specifically target when it is necessary to increase disinfection in our buildings. This will be an addition not a replacement of our current disinfection methods.



OCTOBER HIGHLIGHTS CONTINUED

- Disinfection in Schools (2nd shift): disinfecting with Oxivir TB. Desks & touchable surfaces. (standard operation)
- Increasing Disinfection: using electrostatic sprayers to disinfect all areas of building use. 2 triggers to start extra disinfection: (1) when data from school district supports and/or (2) increased infectious disease reported from county health officials.
 - Notes from last year: due to year over year trends Sodexo will start extra disinfection middle November and continue on through December.

CHALLENGES

Callouts and open positions

Keeping first impression areas picture perfect due to ongoing weather changes

Stickers and gum on floors

SAFETY

 Injuries/Incidents: 0 October. YTD 0 (0 ytd)



Loss Time: 0



Safe Schools: All EEs have finished Vector training prior to school starting



3 Checks for Safety: 1.)- Do I know how to perform the task? 2.) Do I have the correct tools/PPE? 3.) Is my environment safe? (answer No to any of these questions then stop and call a manager!)



Monthly Safety training: Great Oregon shake out and Emergency preparedness

6. Board Reports
7. Superintendent's Report
 - a. Charter School Presentations
 1. Siletz Valley Charter School

Siletz Valley Charter School Continuous Improvement Plan (CIP)

School Year: 2025–2026

Prepared by: Lenora Hall

Date: November 5, 2025

Vision Statement

Our school is committed to fostering academic excellence, equity, and lifelong learning by providing all students with the knowledge, skills, and support necessary to thrive in a rapidly changing world.

Mission Statement

To ensure that every student achieves academic growth and is prepared for success in postsecondary education, career pathways, and responsible citizenship.

Goal 1: Using Level Benchmarks and Student Work K–12

Objective

To utilize grade-level benchmarks and student work analysis to monitor and improve academic performance and instructional effectiveness across all grade levels.

Strategies

1. Implement consistent benchmark assessments three times per year (Fall, Winter, Spring).

2. Conduct data team meetings quarterly to analyze benchmark results and student work samples.
3. Provide professional development for teachers on data-driven instruction and standards alignment.
4. Use benchmark data to tailor interventions and enrichment opportunities.

Benchmarks & Indicators of Success

Benchmark	Indicator	Responsible Parties	Timeline
K–12 benchmark assessments implemented	100% participation by all grade levels	Testing Coordinator, Teachers	September, January, May
Data review meetings	4 meetings per year (1 per quarter)	Grade-Level Teams, Admin	Quarterly
Teacher professional development	2 sessions per semester	PD Coordinator	October, March
Student growth	10% increase in students meeting or exceeding grade-level standards	Teachers, Interventionists	End of Year (May)

Expected Outcome

By the end of the school year, benchmark data will show measurable academic growth in core subjects, with increased teacher capacity to use student work for instructional planning.

Goal 2: Increase Learning Opportunities for Postsecondary Options

Objective

To expand access to and participation in programs that prepare students for college, career, and vocational pathways.

Strategies

1. Increase enrollment in Advanced Placement (AP), dual-credit, and career-technical education (CTE) programs.
2. Establish partnerships with local colleges, universities, and industry professionals.
3. Provide college and career readiness workshops for students and families.
4. Create mentorship and internship opportunities for grades 9–12.

Benchmarks & Indicators of Success

Benchmark	Indicator	Responsible Parties	Timeline
AP/CTE/Dual Credit enrollment	15% increase in student participation	Counselors, Department Chairs	September–June
College partnerships	At least 2 new formal partnerships established	Admin, CTE Coordinator	December
Career readiness events	3 events per year	Counseling Office	October, February, April
Internship/mentorship programs	10 new placements	Career Coordinator	Ongoing, Reviewed Quarterly

Expected Outcome

By June 2026, the school will have expanded postsecondary readiness opportunities, resulting in higher student engagement and readiness for college and career pathways.

Goal 3: Providing Transparent Program Information and Support for Homework

Objective

To ensure families and students have clear, consistent access to information about school programs, academic expectations, and homework support resources.

Strategies

1. Maintain an updated online parent/student portal with academic resources, program details, and homework policies.
2. Host quarterly family information nights to review programs and support services.
3. Establish a Homework Help Center (in-person and virtual).
4. Conduct periodic surveys to assess parent and student satisfaction with communication and support.

Benchmarks & Indicators of Success

Benchmark	Indicator	Responsible Parties	Timeline
Online portal updates	Monthly updates posted	Communications Coordinator	Monthly
Family information nights	4 sessions conducted (one per quarter)	Admin, Parent Liaison	September, December, March, May
Homework Help Center participation	25% of students accessing support	Academic Support Staff	Ongoing

Parent/student satisfaction	85% positive feedback in annual survey	Admin, Communications Team	May
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Expected Outcome

By the end of the year, the school will demonstrate improved transparency and communication, and students will report increased confidence in managing homework and accessing academic support.

One-Year Implementation Timeline (Summary)

Month	Key Actions
August–September	Launch benchmarks, update portals, hold first family info night, schedule PD
October–December	Conduct data reviews, initiate new college partnerships, survey parents
January–March	Mid-year benchmark testing, host career events, expand Homework Help Center
April–May	Final benchmarks, year-end family meeting, analyze student growth data
June–July	Evaluate SCIP results, revise plan for next school year

Monitoring & Evaluation

- **Monthly:** Administrative team reviews progress toward benchmarks.

- **Quarterly:** Data review meetings and program reports shared with faculty and families.
- **Annually:** Full report presented to School Board and community with recommendations for the following year.

2. Eddyville Charter School



EDDYVILLE CHARTER SCHOOL

2025-2026 Continuous Improvement Plan and Strategic Priorities

Eddyville Charter School aspires to be a top-tier small school in the state of Oregon that is grounded in fundamental educational values and aligned with state standards, but also incorporates the exceptional educational opportunities that are available in a small, rural charter school that is engaged with the community. The focus of our school improvement includes Leadership and Resource Management, Community and Culture, Student Opportunities and Growth and District Talent Management and Development.

Leadership and Resource Management

Goals:

- School administrative team will provide engaged leadership within the buildings as demonstrated by regular team meetings, classroom walk-throughs and regular staff recognition and engagement activities
- Financial management will reflect dedication to the belief that quality facilities promote school and community pride and directly impact attendance, student behavior and morale

Strategies and Actions

- Facilitate regular department and staff meetings where we make data based decisions to maximize student growth opportunities
- Pursue funding sources to invest in capital improvements on school campus
- Evaluate and adjust current funding resources to prioritize student services and facility improvements

Community and Culture

Goals:

- ECS will cultivate strong relationships with families and community members as demonstrated by survey results, parent participation rate in conferences and community attendance at engagement events
- ECS will continue to make safety improvements on our campus to make students and families confident in the safety and security of our school

Strategies and Actions

- Administer school surveys to relevant focal groups including students, parents, staff and community
- Hold community engagement events, such as Back to School Night, Harvest Festival and Literacy Night
- Meet with parents in the fall and spring for student/parent/teacher conferences and track participation
- Install a modern emergency system throughout the school, including emergency response alarms, security cameras and communication systems

Student Growth and Opportunities

Goals:

- All students will be provided with equitable access to opportunities to pursue their personal educational and career goals
- All students will make meaningful academic growth in measured core content area as measured by our iReady assessments in fall, winter and spring, in addition to our state testing results
- Student attendance will improve by a 5% overall over last year
- Middle School and High School behavior referrals will decrease by 5% over last year

Strategies and Actions

- ECS will partner with OCCC to provide Early College options for juniors and seniors interested in pursuing college after high school
- Career explorations and job shadows will be a part of every ECS student's secondary education plan
- Quarterly data analysis of student testing results will be conducted to monitor student growth that is formative, diagnostic and responsive
- Student engagement activities and an attendance incentive program will be implemented to create a culture that reinforces and rewards school attendance
- Student recognition programs, staff/student engagement activities and student leadership group activities will create a cohesive environment for staff and students
- Students will have access to professional, in-person mental health professionals that will assist in meeting their mental and emotional needs

District Talent Management and Development

Goals:

- The teachers and administrators at ECS will make measurable growth in their respective roles as professional educators
- Teachers will provide quality education experiences for all students
- Administrators will foster a culture of coaching and feedback with teachers for positive growth that encourages high expectations aided by high level of support

Strategies and Actions

- All teachers and administrators will set measurable Student Growth and Professional Growth goals and meet mid-year and end-of-year with their supervisor to review
- Professional development opportunities will be planned for teachers, including working with students with adverse childhood experience, literacy instruction strategies and incorporating Artificial Intelligence into student learning
- Teachers will be observed and evaluated by administration and coached on professional practices to improve teacher performance

b. Continuous Improvement Plan (CIP) Report. BG-1

**LCSD Continuous Improvement Plan Data Tracking
September 2025**

Academics

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

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	33%	42%	44%	47%	41%	38%	66% Acadience 23% iReady	28%	30%
iReady Math	K	1	2	3	4	5	6	7	8
	9%	5%	6%	4%	12%	14%	15%	16%	15%
9th Grade On Track Projection	69%		Graduation Projection	73%		Dual Credit Early College	N/A	AP/IB	N/A
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year).

Kindergarten Attendance Projection	72.2%	District Attendance Projection	73.1%	Exclusions	1.9%	
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Community Connection

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

Family Night Attendance	44% (1865) 4229.8	Conference Attendance		Survey Results		
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LCSD Continuous Improvement Plan Data Tracking

October 2025

Academics

- All students will achieve and stay engaged in learning so that each school will increase and maintain the percentage of students at or above benchmark by 5% each year in reading for the next three years, and each school will increase and maintain the percentage of students at or above benchmark by 10% each year in math for the next three years.
- Each LCSD high 1880school will improve its 9th-grade on-track data and four-year cohort graduation by 3% each year or reach and maintain 90% over the next three years.

Acadience/ iReady Reading	K	1	2	3	4	5	6	7	8
	33%	42%	44%	47%	41%	38%	66% <small>Acadience</small> 23% <small>iReady</small>	28%	30%
iReady Math	K	1	2	3	4	5	6	7	8
	9%	5%	6%	4%	12%	14%	15%	16%	15%
9th Grade On Track Projection	75%		Graduation Projection	77%		Dual Credit Early College	N/A	AP/IB	N/A
3rd Grade Reading SBAC	29.7%		8th Grade Math SBAC	12.7%		11th Grade ELA SBAC	49.0%	11th Grade Math SBAC	20.8%

Wellness and Belonging

- Schools will meet the mental and emotional needs of students and families as demonstrated by a 5% increase in regular attendance each year for the next three years or the maintenance of 90% regular attendance (regular attendance is defined as 90% of the students attending 90% of the time each year).

Kindergarten Attendance Projection	65.6%	District Attendance Projection	69.1%	Exclusions	3.3%	
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Community Connection

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

Family Night Attendance	1880/4229 (44%)	Conference Attendance	Total: 58% Ele: 86% Sec: 38% 65	Survey Results		
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c. Policy Update - GCBDA/GDBDA - Family Medical Leave

OSBA Model Sample Policy

Lincoln County School District

Revised/Readopted: ~~6/14/16 (Effective 7/01/16);~~
12/12/17

Orig. Code(s): GCBDA/GDBDA

Family and Medical Leave *

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA) ~~of 1993,~~^{1}, the Oregon Family Leave Act (OFLA) ~~of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances),~~^{2}, the Oregon Military Family Leave Act (OMFLA) ~~of 2009,~~, Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

~~FMLA applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50-employee test does not apply to educational institutions for determining employee eligibility.~~

~~OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.~~

In order for an employee to be eligible for the benefits under FMLA, ~~he/shethe employee~~ must have been employed by the district for at least 12 months ~~and~~, have worked at least 1,250 hours during the past 12-month period and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

~~In~~Generally, in order for an employee to be eligible for the benefits under OFLA, ~~he/shethe employee~~ must work an average of 25 hours or more per week ~~and have been employed at least during the~~ 180 calendar days immediately prior to the first day of the ~~family medical leave of absence. For parental leave~~

¹ {Generally, FMLA applies only to entities with 50 or more employees, however, FMLA applies to all public elementary and secondary educational institutions. See 29 CFR 825.600(b). The rule regarding individual employee eligibility does apply: an employee is only eligible if the employee “is employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite.” See 29 CFR 825.110(a)(3). Consequently, FMLA applies to districts with fewer than 50 employees, but individual employees will not be eligible to receive benefits.}

² {OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition)}

~~purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave start of the requested leave. Special requirements apply during public health emergencies.~~

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an ~~employee's~~ employee's eligibility for OMFLA.

~~Federal and state leave entitlements generally run concurrently.~~

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years³, contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.⁴ PFMLI can be taken for family leave, medical leave or safe leave.⁵

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

The superintendent [or designee] will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

³ The wages are not required to have been earned for work in the district.

⁴ See OAR 471-070-1010 for additional information.

⁵ Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. {See SB 1515 (2024) Sections 4, 13, 21 and 25.}

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 659A.090
ORS 659A.093
ORS 659A.096
ORS 659A.099
ORS 659A

ORS 332.507
ORS 657B.010
ORS 657B.025
ORS 659A.090
ORS 659A.093
ORS 659A.096
ORS 659A.099
ORS 659A.150 to 659A.186

ORR 839-009-0200 to 0320

~~Americans with Disabilities Act, 42
U.S.C. §§ 12101-12213; 29 C.F.R. Part
1630 (2017); 28 C.F.R. Part 35 (2017).~~

OAR 839-009-0210 - 0460

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (~~2017~~); 5 U.S.C. §§ 6381-6387 (~~2017~~2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (~~2017~~2023).

Americans with Disabilities Act ~~Amendments Act of 2008~~, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

~~Cross-Reference(s):~~

~~GCBDD/GDBDD – Sick Time Senate Bill 1515 (2024).~~

8. Adoption of the Consent Calendar
 - a. Minutes of the Board
 - b. Human Resources
 1. Board Personnel Action

Board Agenda — November 12, 2025 — Personnel Action

Coach Hire (s):

Gavin Bessette	Middle School Basketball/Toledo Jr-Sr High
Nathan Cross	Middle School Football/Toledo Jr-Sr High

Resignation(s):

Brent Barr	Special Education Teaching Asst II Oceanlake	Resignation 9/2/2025 – 11/3/2025
Breanna Lindsey	Grade 1 Teacher Toledo Elementary	Resignation 8/23/2024 – 12/4/2025
Sarah Perryman	21 Century Teaching Asst Sam Case	Resignation 1/23/2023 – 11/4/2025
Noah Reed	Early Childhood Teaching Assistant Yaquina View	Resignation 8/7/2023 – 10/16/2025
Amara Talbot	Early Childhood Teaching Assistant Yaquina View	Resignation 12/2/2024 – 11/4/2025

- c. Board
 - 1. Division 22 Report. BG-1

Lincoln County School District

Report on Compliance with Public School Standards

2024-25 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Lincoln County** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, **Lincoln County** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2020 Certificate of Attendance	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2050 Human Sexuality Education	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	Implementing a... ▾	The district is implementing corrective action	We are following our approved action plan from ODE: We are continuing to use an approved ODE ELA curriculum and will adopt ELA again in 29/30
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In Compliance ▾	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In Compliance ▾	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In Compliance ▾	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In Compliance ▾	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In Compliance ▾	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for	Waived through the end of 2027-28 school year	Not applicable	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
English Language Learners			
581-022-2250 District Improvement Plan	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2335 Daily Class Size	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2270 Individual Student Assessment Recordkeeping and Reporting	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2215 Safety of School Sports – Concussions	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2310 Equal Education Opportunities	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In Compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In Compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In Compliance	The district has met all of the requirements for this rule.	Not applicable

2. Policy Update - GCDA/GDDA - Criminal Records Checks and Fingerprinting

Code: GCDA/GDDA

Adopted:

Revised/Readopted: 10/14/14; 6/14/16

(Effective 7/01/16); 3/08/17; 9/11/18;

11/12/19; 11/12/25

Orig. Code: GCDA/GDDA

Criminal Records Checks and Fingerprinting *

{Required policy. Requirement/Authority for policy comes from OAR 581-021-0510 - 021-0512 and ORS 326.603 - 326.607.}

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require certain individuals to submit to a criminal records check and fingerprinting as required by law. This includes employees, contractors, volunteers and others.

Requirements for Employees^{1} not Licensed, Certified or Registered by the Teachers Standards Practices Commission (TSPC)

All newly hired employees² not identified under Oregon Revised Statutes (ORS) 342.223³ are required to submit to a criminal records check and fingerprinting as required by law. A newly hired employee is not subject to fingerprinting if the district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district⁴ or private school, and has not resided outside the state between the two periods of employment^{5}.

An individual shall be subject to the collection of fingerprint information, only after the offer of employment from the district. Fees associated with criminal records checks and fingerprinting for individuals applying for employment with the district and not requiring licensure shall be paid by the district. An individual may request the fee be withheld from the amount otherwise due the individual. The district will withhold this amount only upon request of the subject individual.]

The district may⁶ begin the employment of an individual on a probationary basis pending the return and disposition of the required criminal records checks.

When the criminal records check indicates an individual has been convicted of any crimes⁷ prohibiting employment, the individual will not be employed, or if employed will be terminated. When the criminal

¹ {If the district wants to include the larger section on TSPC-licensed employees (see p. 2), keep this bracketed language. If the district does not want to include the larger section on TSPC-licensed individuals, omit this bracketed language.}

² Any individual hired within the last three months. This does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

³ ORS 342.223 includes teachers, administrators, personnel specialist, school nurses, persons participating in supervised clinical practice experience, practicum or internship as a teacher, administrator or personnel specialist. See statute for details.

⁴ As is defined in OAR 581-021-0510(9); includes school districts, the Oregon School for the Deaf, and educational program under the Youth Corrections Education Program, public charter schools and ESDs.

⁵ {Additional exception applies through July 1, 2024. See ORS 326.603(4)(b).}

⁶ Decisions regarding which employees may begin before the return of the required criminal records checks must be made in a nondiscriminatory manner.

⁷ See OAR 581-021-0511(8).

records check indicates an individual has knowingly made a false statement as to the conviction of any crime, the individual may be employed by the district, or if employed by the district may be terminated. An individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law may be employed by the district. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

Requirements for TSPC Licensed, Certified or Registered Individuals

1. Any individual who is applying for a license as a teacher, administrator or personnel specialist is subject to a criminal records check and fingerprinting, unless the individual has submitted to such a check through the Teacher Standards and Practices Commission (TSPC) within the previous three years, or has remained continuously licensed by or registered with TSPC for a different license or registration for which the individual has already submitted to a criminal records check and fingerprinting.
2. Any individual who is applying for an initial certificate under ORS 342.475 as a school nurse shall submit to a criminal records check and fingerprinting with TSPC.
3. Any individual who is applying for a registration as a public charter school teacher or administrator with TSPC shall submit to a criminal records check and fingerprinting with TSPC.
4. Any individual applying for reinstatement of an Oregon license or registration as a teacher, administrator or personnel specialist, or a certificate as a school nurse with the TSPC, whose license, registration or certificate has lapsed for at least three years, shall submit to a criminal records check and fingerprinting with TSPC.
5. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist, if the individual does not hold a current license issued by TSPC and has not submitted to a criminal records check by TSPC within the previous three years for student teaching, practicum or internship as a teacher, administrator or personnel specialist, shall be required to submit to a criminal records check and fingerprinting with TSPC.]

Requirements for Contractors^{8}

All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students⁹ or unsupervised access to children are required to submit to a criminal records check and a fingerprint-based criminal records check.

The superintendent [or designee] will identify contractors who are subject to such requirements.

⁸ {The district should include language regarding background checks in any contract that includes direct, unsupervised contact with students whenever applicable.}

⁹ “Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision. (OAR 581-021-0510)

A contractor or an employee of a contractor required to submit to a criminal records check and fingerprinting in accordance with law and Board policy will be terminated from contract status, or withdrawal of offer of contract will be made by the district upon:

1. Refusal to consent to a criminal records check and fingerprinting; or
2. Notification¹⁰ from the Superintendent of Public Instruction that the individual has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

A subject individual may be terminated from contract status upon notification from the Superintendent of Public Instruction that the individual has knowingly made a false statement as to the conviction of any crime.

Requirements for Volunteers

{¹¹} The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Head coach;
2. Assistant coach;
3. Overnight chaperone;
4. Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity;
5. List of other positions subject to this fingerprinting, if any.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check may begin on a probationary basis pending the return and disposition of a state and national criminal records check based on fingerprints.

{¹²} Volunteers allowed by the district into a position designated by the district to have direct, unsupervised contact with students shall submit to an in-state criminal records check.

The service of a volunteer allowed to have direct, unsupervised contact with students will not begin before the return and disposition of a criminal records check.

¹⁰ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

¹¹ {If the district requires fingerprinting for certain volunteer positions, the district is required to list those volunteer positions in board policy. The bracketed language is only possible examples; modify to identify the positions in the district which require such fingerprinting.}

¹² {If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct criminal records checks on these volunteers.}

A volunteer who knowingly made a false statement on a district volunteer application form or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district.

Fees associated with a required fingerprinting for volunteers shall be paid by the district. Fees associated with required non-fingerprinting criminal records checks for volunteers shall be paid by the district.

A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and Board policy will be denied such ability to volunteer in the district.

Requirements for Others

Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day is required to submit to a criminal records check and a fingerprint-based criminal records check.

Any individual who is an employee of a public charter school and not identified under ORS 342.223 is required to submit to a criminal records check and a fingerprint-based criminal records check.

Notification

The district will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms.

The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and fingerprinting are required by law or Board policy;
2. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
3. A refusal to consent to a required criminal records check and fingerprinting shall result in immediate termination from employment, or contract status or the ability to volunteer in the district;
4. A determination by the Oregon Department of Education (ODE) which affects an individual's eligibility to be employed, or contracted with, by the district may be appealed to the Superintendent of Public Instruction under ORS 183.413 – 183.470;
5. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, or ODE forms (written or electronic) may result in immediate termination from employment or contract status;
6. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status[;] [.]
7. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in

another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district. The district may remove the volunteer from the position allowing direct, unsupervised contact with students.

Processing and Reporting Procedures

Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

1. Employing district staff;
2. Contracted agent of employing district;
3. Local or state law enforcement agency; or
4. Statewide vendor identified by the Oregon Department of Administrative Services.

To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime or has a conviction of a crime prohibiting employment, or contract or volunteering.

A copy of the fingerprinting results will be kept by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)
[ORS 332.107](#)

[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)
[OAR 414-061-0010 – 061-0030](#)
[OAR 581-021-0510 – 021-0512](#)

[OAR 581-022-2430](#)
[OAR 584-050-0012](#)
[OAR 584-050-0100](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2018).

3. Policy Update - GBN/JBA - Sexual Harassment

Code: **GBN/JBA**

Adopted: 7/09/02

Revised/Readopted: 6/14/16 (Effective 7/01/16);

9/11/18; 9/15/20, 11/12/25

Orig. Code: GBN/JBA

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures¹.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties² shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.

¹ Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF)

² "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.³

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

<u>Type</u>	<u>Name</u>	<u>Position</u>	<u>Phone</u>	<u>Email</u>
<u>Staff & Students</u>	<u>Tiana De Vries</u>	<u>Deputy Superintendent of Human Resources</u>	<u>541-265-4436</u>	<u>Tiana.devries@lincoln.k12.or.us</u>

These individual(s) are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. These people are also designated as the Title IX Coordinators (*See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure*).

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

³³The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1)(b).

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.
- 7.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person⁴ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁵:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parent who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

⁴ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁵ Remember confidentiality laws when providing any information.

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students’ parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity⁶;

⁶ “Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs.” (Title 34 C.F.R. § 106.44(a))

3. “Sexual assault”: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

Persons designated as the Title IX Coordinators can be contacted at 541-265-9211. The Title IX Coordinators will coordinate the district’s efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinators on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁷ The district shall treat complainants and respondents equitably by providing supportive measures⁸ to the complainant and by

⁷ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁸(Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment. The district must maintain

following a grievance procedure⁹ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinators are responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinators must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹⁰

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹¹ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinators or the Assistant Secretary¹², or both.

No Retaliation

Neither the district or any person may retaliate¹³ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or

as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁹This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹⁰ The Title IX Coordinators may also discuss that the Title IX Coordinators have the ability to file a formal complaint.

¹¹The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

¹² Of the United States Department of Education.

¹³ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinators shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

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 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

9. Action Items

a. Facilities & Maintenance/Transportation/Food Services

1. Battery Backups for Cameras, Phones, Blue Boxes, and other critical building services.

Company Name: Lincoln County School District
 Contact: Joshua Bates
 Email: joshua.bates@lincoln.k12.or.us
 Phone: 541-265-9211



Account Executive: Collin Hughes
 9675 SE 36th St., Suite 110 - Mercer Island, WA 98040 - 503.513.9979
 Toll Free 800.881.0962 - Order Fax 888.729.0997

Line Item	Part Number	Description	Qty.	Unit List Price	Unit Sale Price	Ext. Sale Price
<u>Eaton 9PX Solution w/ 5-Year Support for Lincoln County School District</u>						
*Priced According to Contract NCPA 01-169 for State of WA w/ Additional Discounting						
1		Eaton (Qty 64) 9PX UPS w/ (Qty 135) EBM & (Qty 64) PowerPass Distribution Module		\$2,312,468.92		\$1,267,842.62
2		Eaton (Qty 16) Brightlayer Software Implementation Service, (Qty 128) Perpetual Distributed IT Performance Mgmt Advanced License & (Qty 128) Software Technical Support (5-Year Term)		\$29,600.00		\$18,325.60
<u>GRAND TOTAL:</u>				<u>\$2,342,068.92</u>		<u>\$1,286,168.22</u>

Line Item	Part Number	Description	Qty.	Unit List Price	Unit Sale Price	Ext. Sale Price
Solution Line Item Detail:						
<u>Eaton (Qty 64) 9PX UPS w/ (Qty 135) EBM & (Qty 64) PowerPass Distribution Module</u>						
3	9PX6K-L	Eaton 9PX 6kVA Lithium-ion UPS, 3U Rack/Tower, 5400W at 240V, In: 10ft L6-30P or Hardwire, Out: (2) L6-30R, (2) L6-20R, Hardwire, Network card included, 200-240V	64	\$15,414.88	\$8,440.43	\$540,187.52
4	9PXEBM192RT-L	Eaton 9PX lithium ion extended battery module (EBM), 2U, used with 9PX6K-L	135	\$7,516.00	\$4,115.41	\$555,580.35
5	EMPDT1H1C2	Environmental Monitoring Probe gen 2	64	\$389.02	\$266.26	\$17,040.64
6	RK2PC	Eaton two-post rail kit for 9PX and SmartOnline UPS and EBM	55	\$183.60	\$100.53	\$5,529.15
7	BINTSYS	Eaton battery integration system with casters	40	\$820.08	\$449.02	\$17,960.80
8	PDUMNH30HV	Eaton Tripp Lite Series Monitored PDU, 1PH, 2U, NEMA L6-30P, 12 ft cord, LX interface, 5.5kW, 24A, 208/230V, 16 Outlets (12) C13 (4) C19, TAA	64	\$1,275.00	\$678.35	\$43,414.40
9	9PXPPDM1G2	Eaton 9PX Gen 2 PowerPass distribution module, Input: L6-30P, Output: (1) L6-30R, (1) L14-30R, (6) 5-20R, 3U Rack/tower, maintenance bypass function	64	\$2,030.08	\$1,111.57	\$71,140.48
10	PDU1230	Eaton Tripp Lite series basic PDU, 1PH, 1U, L6-30P input, 15 ft cord, 5.8kW, 24A, 200-240V, (20) Outlets (16) C13 (4) C19	64	\$488.00	\$259.63	\$16,616.32
11	PDUMNH15	Eaton Tripp Lite Series Monitored PDU, 1PH, 1U, NEMA 5-15P input, 12 ft cord, LX interface, 1.4kW, 12A, 120V, 8 Outlets (8) 5-15R, TAA	1	\$701.00	\$372.96	\$372.96
<u>Subtotal</u>						<u>\$1,267,842.62</u>

Line Item	Part Number	Description	Qty.	Unit List Price	Unit Sale Price	Ext. Sale Price
<u>Eaton (Qty 16) Brightlayer Software Implementation Service, (Qty 128)</u>						
<u>Perpetual Distributed IT Performance Mgmt Advanced License & (Qty 128)</u>						
<u>Software Technical Support (5-Year Term)</u>						
12	BL-SVC-DEPLOY-1HR	Eaton Brightlayer Software Implementation Service - 1 Hour	16	\$250.00	\$197.43	\$3,158.88
13	BL-DITPM-ADV-PERP	Eaton Brightlayer Distributed IT Performance Management Advanced Device License - Perpetual	128	\$100.00	\$59.23	\$7,581.44
14	BL-SUP-5Y-DITPMADV	Brightlayer Data Centers Software Technical Support - Distributed IT Performance Management Advanced Device - 5 Year	128	\$100.00	\$59.26	\$7,585.28
<u>Subtotal</u>						<u>\$18,325.60</u>
Prepared by: <u>Michael Fowler</u>						
Please contact the person listed above at Structured for any questions regarding this quotation.						

Line Item	Part Number	Description	Qty.	Unit List Price	Unit Sale Price	Ext. Sale Price
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- b. Board
 - 1. 2025-2026 Site Council Rosters
- 10. Items of Information & Discussion
 - a. Business Services
 - 1. Draft Budget Calendar

**Lincoln County School District
2026-27 Budget Calendar & Process
Draft 11-12-25**

*	11/11/2025	Draft Budget Calendar Presented to Board
*	12/9/2025	Board Approves Budget Calendar Board Announces Budget Committee Vacancy Zone 3 - Advertising Begins
	December & January	Budget Committee Vacancies Advertised
	December, January & February	Superintendent, Learning Support Team and Principals meet to discuss budget needs to support Board goals and to update the Integrated Grants Plan. Community Forums or other feedback methods are conducted for Integrated Grants and ESSER funding.
*	1/27/2026	Board Work Session to develop Board Budget Goals LST will attend to answer Board questions about programs
	2/3/2026	Budget Committee Candidate Names/Applications Due to Board.
*	2/10/2026	Board interviews and appoints Budget Committee Member Zone 3
	3/2/2026	First Official State Estimate of Funding Released by ODE
	3/4/2026	Budget allocations distributed to all Administrators on staffing sheets
	3/16-3/18/2026	LST meets regionally with principals to review school budget staffing sheets
	3/20/2026	Staffing Sheets due to Business Office - All Buildings & Central Departments
	3/30/2026	Final Budget Decisions made by LST
	April	Business office prepares Proposed Budget Document
	April - Date TBD	Budget Committee Training, Teaching & Learning Center
	4/29/2026 dependent on newspaper deadline	Budget Committee Meeting notice posted on the District's website and published in the newspaper of record
	5/7/2026	Proposed Budget document delivered to Budget Committee and available for public review on District Website
	5/14/26 5/19/26 5/21/26	Budget Committee Meetings: 6:30 pm, Teaching & Learning Center 6:30 pm, if needed, at Teaching & Learning Center 6:30 pm, if needed, at Teaching & Learning Center
	6/5/2026	Budget Hearing Notice published in the newspaper of record and on District Website Official publication requirements for public hearing: 1 notice at least 5 days but no more than 25 days before meeting
*	6/9/2026	Board Conducts Public Hearing on Approved Budget Resolution for Adoption, Appropriations & Levy approved by Board
	Board	* Regular Board Meeting or Board Work Session
	Budget Committee	

- b. Facilities & Maintenance/Transportation/Food Services
 - 1. Construction Manager/General Contractor Information
 - i. Public Hearing Process and Date Postponement
 - 2. Draft Natural Hazard Mitigation Plan Renewal

Natural Hazard Mitigation Plan (NHMP) Overview for LCSD School Board Folder November 2025

Please find attached our updated (draft) Natural Hazard Mitigation Plan (NHMP), pending School Board adoption. It is an appendix in the Lincoln County Multi-Jurisdictional Natural Hazard Mitigation Plan (MJ-NHMP). FEMA requires that it is updated every five years. Our current plan expires December 2025.

A local NHMP identifies and examines the hazards, vulnerabilities, and risks facing a city, county, or special district, such as LCSD. It establishes a mitigation strategy to reduce impacts of natural disasters on people, property, and the environment. Having a current and customized NHMP also enables LCSD to be eligible to apply for certain federal grants and provides justification for those and other grant applications.

LCSD has identified 10 Mitigation Actions. Pages 44-63 include detailed descriptions and progress we've made on each since our last plan update. Mitigation Actions include:

- | | |
|--|------------------------------------|
| 1) Seismic Resilience, | 6) Disaster Coordination Capacity, |
| 2) North Lincoln City School, | 7) Wildfire Safety & Resilience, |
| 3) Response and Supply Planning, | 8) Windstorm Mitigation, |
| 4) CERT (Community Emergency Response Team), | 9) Backup Power, and |
| 5) Mitigation Resources & Equipment*, | 10) Safe Rooms**. |

*Action #5 was expanded to include additional categories of equipment, so we moved generators out of #5 and established a dedicated Action Item #9 just for Backup Power.

**Action #10 (Safe Rooms) is new in this plan.

FEMA has reviewed our updated (draft) plan and given us "Approval Pending Adoption" status. Attached is a draft resolution for the Board to consider for adoption.

Prepared by Sue Graves on 11/4/25.

Lincoln County School District Addendum to the Lincoln County Multi-Jurisdictional NHMP



Photos courtesy of Lincoln County School District

Effective:

December XX, 2025 through December XX, 2030



LINCOLN COUNTY
SCHOOL DISTRICT

Prepared for
Lincoln County School District
1212 NE Fogarty Street
Newport, OR 97365

Prepared by
The University of Oregon
Institute for Policy Research & Engagement
School of Planning, Public Policy, and Management

This Natural Hazard Mitigation Plan was prepared by:



UNIVERSITY OF
OREGON

School of Planning, Public
Policy and Management

Institute for Policy
Research and Engagement

Planning grant funding provided by:



FEMA

Federal Emergency Management Agency (FEMA)
Hazard Mitigation Grant Program
Grant No: HMGP-PF-5446-01-P-OR

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Introduction

Purpose and Adoption

This is the Lincoln County School District (LCSD, School District) addendum to the Lincoln County Multi-Jurisdictional Natural Hazards Mitigation Plan (NHMP). This addendum is not intended to be a standalone document, rather information contained herein supplements information contained in Volume I (Basic Plan) which serves as the NHMP foundation and Volume II (Appendices), which provides additional information. This addendum meets the following requirements:

- Multi-jurisdictional **Plan Requirements: Participation** §201.6(a)(4),
- Multi-Jurisdictional **Plan Content: Risk Assessment** §201.6(c)(2)(iii),
- Multi-jurisdictional **Plan Content: Mitigation Strategy** §201.6(c)(3)(iv), and
- Multi-jurisdictional **Plan Content: Documentation** §201.6(c)(5).

Process and Participation

This section of the NHMP addendum addresses 44 CFR 201.6(a)(3), *Participation and* 44 CFR 201.6(c)(5), *Plan Adoption*.

Lincoln County School District adopted their addendum to the Lincoln County Multi-jurisdictional NHMP on [Month DAY], 2025. FEMA Region X approved the Lincoln County NHMP on [Month DAY], 2025 and the district’s addendum on [Month DAY], 2025. With approval of this NHMP the district is now eligible to apply for the Robert T. Stafford Disaster Relief and Emergency Assistance Act’s hazard mitigation project grants through [Month DAY], 2030.

In addition to establishing a comprehensive community-level mitigation strategy, the Disaster Mitigation Act of 2000 (DMA2K), and the regulations contained in 44 CFR 201, require that jurisdictions maintain an approved NHMP to receive federal funds for mitigation projects. Local adoption, and federal approval of this NHMP ensures that the Lincoln County School District will remain eligible for hazard mitigation assistance project grants.

The Oregon Partnership for Disaster Resilience (OPDR) at the University of Oregon’s Institute for Policy Research and Engagement (IPRE) collaborated with the Oregon Department of Emergency Management (OEM), Lincoln County, and Lincoln County School District to develop this addendum. Members of Lincoln County School District participated in the County NHMP update process (Attachment A and Volume II, Appendix B).

Convener and Committee

The district’s Safety Coordinator serves as the NHMP addendum convener. The convener of the NHMP addendum will take the lead in implementing, maintaining, and updating the addendum

in collaboration with the designated convener of the Lincoln County NHMP (Lincoln County Emergency Manager).

Representatives from the District met formally, and informally, to discuss the development of their addendum (Attachment A). They reviewed and developed the district's addendum, with a focus on their risk assessment and mitigation strategy (action items).

This addendum reflects decisions made at the designated meetings, and during subsequent work, and communication with OPDR.

The Lincoln County School District steering committee was comprised of the following representatives:

- Convener, Susan Graves, Safety Coordinator
- Dr. Majalise Tolan, Superintendent
- Rich Belloni, Facilities Director
- Tim Kaufman, Facilities Manager
- Bryan Freschi, Technology Director
- Joshua Bates, Technology Manager
- Jamie Nicholson, Child Nutrition Program Manager
- Patty Graves, Sodexo Nutrition Services Area General Manager
- Kim Cusick, Business Director

Implementation and Maintenance

The Lincoln County School District Board of Directors will be responsible for adopting the addendum to the Lincoln County NHMP. This addendum designates the steering committee, and a convener to oversee the development, and implementation of action items. Because the District is part of the County's multi-jurisdictional NHMP, the District will look for opportunities to partner with the County. The district's steering committee will convene after adoption of the addendum on an annual schedule. The County is meeting on a quarterly basis and will provide opportunities for participating jurisdictions (cities and special districts) to report on NHMP implementation, and maintenance during their meetings. The steering committee, assembled by the convener, will be responsible for:

- Reviewing existing action items to determine suitability of funding;
- Reviewing existing, and new risk assessment data to identify issues that may not have been identified at NHMP creation;
- Educating, and training new steering committee members on the NHMP, and mitigation actions in general;
- Assisting in the development of funding proposals for priority action items;
- Discussing methods for continued public involvement;
- Evaluating effectiveness of the NHMP at achieving its purpose and goals (use Table 4-1, Volume I, Section 4, as one tool to help measure effectiveness); and
- Documenting successes, and lessons learned.

The convener will also remain active in the County’s implementation and maintenance process (Volume I, Section 4).

The Steering Committee will be responsible for activities outlined in Volume I, Section 4.

The district will utilize the same action item prioritization process as the County (Volume I, Section 4 and Volume II, Appendix D).

Implementation through Existing Programs

Many of the NHMP’s recommendations are consistent with the goals and objectives of the district’s existing plans and policies. Where possible, the Lincoln County School District will implement the NHMP’s recommended actions through existing plans and policies. Plans and policies already in existence have support from residents, businesses, and policy makers. Many land-use, comprehensive, and strategic plans get updated regularly, allowing them to adapt to changing conditions and needs. Implementing the NHMP’s action items through such plans and policies increases their likelihood of being supported and implemented.

This NHMP is strategic and non-regulatory in nature, meaning that it does not necessarily set forth any new policy. It does, however, provide: (1) a foundation for coordination and collaboration among agencies, residents, and the district; (2) identification and prioritization of future mitigation activities; and (3) aid in meeting federal planning requirements and qualifying for assistance programs. The Lincoln County School District currently has the following plan[s] that relates to natural hazard mitigation. For a complete list visit the district’s [website](#).

All Hazards School Emergency Plan: Lincoln County School District has worked closely with local emergency response partners to develop an all-hazards, district-wide School Emergency Plan that is highly customized for their schools. The School District also developed a comprehensive, all-hazards **School Bus Emergency Plan**. These plans are based on the needs of each school, the specific hazards faced in Lincoln County, and emergency service agencies’ procedures and response capabilities. The emergency plans include procedures to help respond effectively to emergencies such as fires, earthquakes, tsunamis, tornados, hazardous materials, situations involving dangerous persons, threats, severe weather, medical emergencies, and more.

Family Reunification Plan: A Family Reunification procedure is used when it is necessary to release students directly to their parent, guardian or designated emergency contact due to an emergency that prevents a normal dismissal. This could include a fire or damage to a school building, a natural disaster, a field trip emergency or bus accident, a hazardous materials emergency, a severe winter storm, a situation involving a threat, weapon or violence at school or in the surrounding community, etc. In addition, the School District has robust Family Reunification Kits at each of their schools.

Sheltering Plan: Severe winter storms which bring flooding, downed trees and power lines, landslides, and other hazards, present challenges in transporting students (whether by bus or by family vehicles) to and from school/homes. For these reasons, having the capacity to shelter students for an extended amount of time is necessary. The School District has a Memorandum of Understanding (MOU) with the Red Cross for the use of all LCSD schools as Emergency Shelters.

The following schools also have very limited use generators and disaster supply caches: Taft High 7-12 school (Lincoln City), Newport Middle School (Newport), Toledo Elementary School (Toledo), and Waldport High School (Waldport). The School District also has a three-part Sheltering Protocol for situations when, 1) schools shelter students overnight; 2) Red Cross shelters the public in one of their schools; and 3) Dual Sheltering - if the school uses part of the school to shelter students and releases another portion of the school to the Red Cross for public sheltering.

The [Distant Tsunami Guidelines](#) outline procedures to guide administrators when there is a distant tsunami threat, which typically allows several hours of warning. Although none of the district's schools are located within the tsunami inundation zone, the plan emphasizes proactive coordination with emergency management agencies, clear communication protocols, and the potential for early school closures or transportation adjustments. The guidelines are designed to minimize risk by ensuring timely decision-making, maintaining student accountability, and supporting family reunification efforts in a calm and organized manner.

Haz-Mat Preparedness: All Lincoln County schools have Shelter-in-Place (SIP) supplies in all classrooms so that they can quickly seal off their environments in case of a hazardous materials spill in the community. The most likely hazardous materials spills would come from tanker trucks that travel daily, up and down Hwy 101, the many fish plants on the bayfront in Newport, and from the Georgia Pacific Lumber Mill and the large tanker trucks that travel on Hwy 20 and Sturdevant Road right in front of both Toledo schools on their daily routes to and from the mill. The School District does a complete SIP drill once per school year. The SIP supply buckets/toilets could be used for sanitation needs during an earthquake/tsunami when water/sewer infrastructure is destroyed. The School District participates in countywide hazmat tabletop exercises.

Fire Preparedness: All schools do monthly fire evacuation drills. The School District alternates their drill practices to include blocked exits, practicing during class and non-class times, and using an alternate evacuation assembly area. This helps staff and students get used to "options-based decision-making" so they can adjust their actions as needed depending on the hazard, threat, and circumstances.

NOAA TsunamiReady Supporter: In July 2013, Lincoln County School District was the first school district, nation-wide, to achieve the National Oceanic and Atmospheric Administration's (NOAA) TsunamiReady (TR) Supporter status due to our high level of tsunami awareness and preparedness. The School District's TsunamiReady (TR) status was renewed in 2019.

Earthquake Training & Drills: All schools conduct an earthquake drill twice per year which includes instruction using a customized earthquake/tsunami response video provided on the LCSD website. Key elements of the Lincoln County School District's Earthquake Plan includes procedures to 1) take protective measures during the ground shaking (drop, cover, & hold-on), 2) safely evacuate the building after the shaking stops, and 3) account for, supervise and meet the basic needs of students afterward. The School District conducts one of these drills in conjunction with the Great Oregon ShakeOut.

Disaster Cache Operations Plan: A Disaster Cache Operations Plan has been developed and is contained in each school’s Disaster Supply Cache. It includes instructions for deploying the cache and spells out the school administrator’s five main priorities and how to use the disaster cache to assist with addressing these: Student safety, immediate life-safety-needs, family reunification, immediate basic needs, and ongoing basic needs. Specific instructions are provided, as well as Task Cards, for how to accomplish each task associated with the cache plan.

Communications: The School District has several mechanisms in place to communicate effectively during various emergencies. All schools are equipped with NOAA Weather Alert Radios to receive immediate notifications of distant tsunami alerts, lightning storms, tornadoes, and other hazards. Each school also maintains multiple two-way radios to support emergency communication within the school and with neighboring schools. Additionally, the district operates a mass phone notification system capable of sending out hundreds or thousands of calls and messages simultaneously.

To further strengthen emergency communication capabilities, the district has implemented two key improvements in recent years:

- Each school is now equipped with a dedicated emergency landline phone to ensure communication during power or internet outages. These phones also provide a reliable way for off-site district personnel to reach school offices when other lines are overwhelmed.
- Base radios have been installed in all school offices, enabling direct communication between schools, school buses, and bus barns throughout Lincoln County.

Tsunami Inundation/Evacuation Maps: The Oregon Department of Geology and Mineral Industries (DOGAMI) has created Tsunami Inundation and Evacuation Maps for cities in Lincoln County. The maps help residents and visitors identify what areas are in the tsunami hazard zone and where to locate safe high-ground areas. The School District keeps copies of the maps on their website.

For additional information specific to each region of the School District see section below under community description and the School District website:

<https://lincoln.k12.or.us/resources/family/safety/>

Capability Assessment

The Capability Assessment identifies and describes the ability of the School District to implement the mitigation strategy and associated action items. This is a key component of the Natural Hazard Mitigation Plan (NHMP) update. Capabilities can be evaluated through an examination of broad categories, including existing authorities, policies, programs, funding, and resources.

Policies and Programs

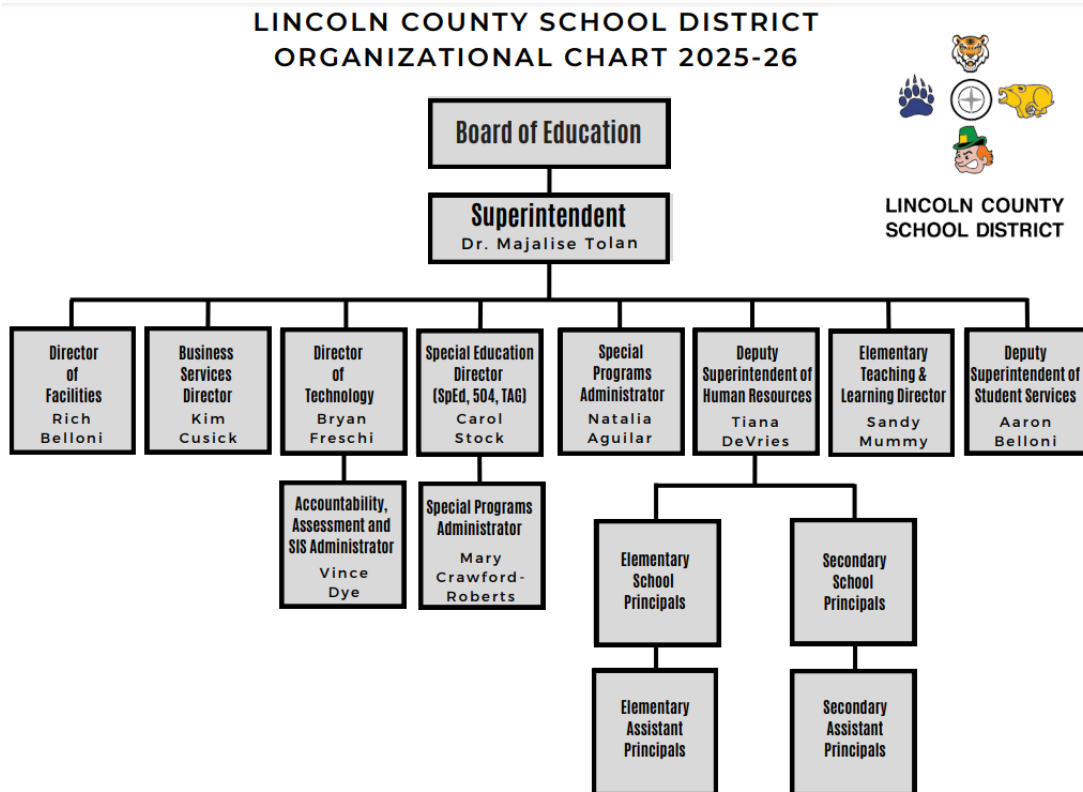
The NHMP provides direction for the School District to explore integration into other planning documents and processes. The School District maintains many plans and guidelines that relate to hazard mitigation. The district’s emergency plans are district-wide and tailored for each school.

These plans include procedures to help respond effectively to all hazards that could impact the schools. This NHMP can be used to supplement existing plans with the district’s exposure to natural hazards, vulnerabilities, and future actions to take.

Governance Structure and Personnel

The School District vests policy authority in an elected five member School Board and places administrative authority for day-to-day operations in professional staff (see Figure LCSD-1, [organization chart](#)).

Figure LCSD-1 Lincoln County School District Organizational Chart (2025-26)



Source: Lincoln County School District

The following School District personnel have assignments that correspond to natural hazard mitigation.

- Safety Coordinator
- Facilities Director & Manager
- Business Services Director
- Technology Director & Operations Manager
- Child Nutrition Program Manager

Mitigation Successes

This is a list of funding that School District has sought out or received from the Seismic Rehabilitation Grant Program (SRGP). For more information, visit Oregon Infrastructure Finance Authority's [Seismic Rehabilitation Grant Program](#).¹

- Toledo High School, (2013-2014 grant award, \$1,468,092) to life-safety standards
- Sam Case Elementary School (2015-17, Phase II grant award, \$1,498,424) to life safety standards.
- Newport High School gym (2015-17, Phase II grant award, \$1,500,000) to life safety standards.
- Taft Elementary School gym (2017-19, Phase II grant award, \$2,493,455) to occupancy standards.
- Oceanlake Elementary School (2020 grant award, \$2,499,090)) to occupancy standards.
- Yaquina View Elementary School classroom (2021 grant award, \$2,493,600) to occupancy standards. A SRGP grant was recently awarded to retrofit the remaining classroom (2025, \$2,493,860).

Below is a list of other mitigation projects that have been completed by the district since their first NHMP. Additional mitigation projects that have been completed by the district are presented in the School District Area Profiles.

- The School District passed a bond measure which included building a new high school in Waldport, out of the tsunami zone. The new high school opened for high school students in August 2013. The old high school was then closed.
- The School District received a Pre-Disaster Mitigation Grant from FEMA to demolish the old Waldport High School (WHS) that was in the tsunami zone and convert the land into open space. Funds from the grant were also used to demolish most of the old Waldport Middle School, except for the gymnasium (additional funds from the grant were used to demolish the old Taft Elementary School, in the tsunami zone in Lincoln City).
- A Disaster Cache Operations Plan has been developed and is contained in each school's Disaster Supply Cache. It includes instructions for deploying the cache and spells out the school administrator's five main priorities and how to use the disaster cache to assist with addressing these: Student safety, immediate life-safety-needs, family reunification, immediate basic needs, and ongoing basic needs. Specific instructions are provided, as well as Task Cards, for how to accomplish each task associated with the cache plan.
- LCSD performed a complete overhaul/update of their School Emergency Plan, strengthening existing protocols and adding protocols for additional hazards and threats.
- Training Videos were developed to correspond with each hazard and threat in the School Emergency Plan.

¹ The Seismic Rehabilitation Grant Program (SRGP) is a state of Oregon competitive grant program that provides funding for the seismic rehabilitation of critical public buildings, particularly public schools, and emergency services facilities.

Mitigation Strategy

This section of the NHMP addendum addresses 44 CFR 201.6(c)(3)(iv), *Mitigation Strategy*.

The Lincoln County School District adopts the mission and hazard mitigation goals described in Volume I.

To develop the district’s mitigation strategy (action items), the Steering Committee assessed the district’s risk and identified potential issues to be addressed. The Steering Committee also noted what mitigation accomplishments have been made in recent years.

Priority Action Items

Table LCSD-1 presents a list of mitigation actions. The highest priority actions are shown with orange highlight. The District will focus their attention, and resource availability, upon these achievable, high leverage, activities over the next five-years. Although this methodology provides a guide for the steering committee in terms of implementation, the steering committee has the option to implement any of the action items at any time. This option to consider all action items for implementation allows the committee to consider mitigation strategies as new opportunities arise, such as capitalizing on funding sources that could pertain to an action item that is not currently listed as the highest priority.

Table LCSD-1 Action Items

Mitigation Strategies		Impacted Hazard											Implementation and Maintenance				
Action Item #	Statement	Air Quality	Coastal Erosion	Drought	Earthquake	Extreme Heat	Flood	Landslide	Tsunami	Volcanic Event	Wildfire	Windstorm*	Winter Storm	Potential Funding Resources	Lead	Timeline	Cost
1	Seismically assess and retrofit vulnerable facilities and infrastructure to increase their resiliency to seismic hazards. Consider both structural and non-structural retrofit options.				X									Seismic Rehabilitation Grants (IFA), Local Funding Resources (general fund), grants	Facilities and Maintenance	L	H
2	Construct a new school in Lincoln City out of the Tsunami Inundation Zone.				X		X	X	X		X			Local Funding Resources, bond	Facilities and Maintenance	L	H
3	Develop disaster response plans, procure and stock emergency supplies on all school buses, and provide caches (food and emergency supplies) throughout the School District.				X		X	X	X		X	X	X	Local Funding Resources, grants	Safety Coordinator	Ongoing	L to H
4	Maintain and promote the Teen CERT program activity in the School District and recruit school staff members to be trained in CERT.	X			X	X	X	X	X	X	X	X	X	Local Funding Resources, grants	Safety Coordinator	Ongoing	L
5	Improve, maintain, and obtain resources and equipment essential for mitigating the impacts of disasters.	X			X	X	X	X	X	X	X	X	X	Local Funding Resources, HMA (HMGP), OREM, PIER, grants	Facilities and Maintenance	M	M to H
6	Develop, maintain, and enhance the School District's capacity to provide services during and after a disaster event.	X			X	X	X	X	X	X	X	X	X	Local Funding Resources, grants, bond	Safety Coordinator & Technology Director	M	L to H
7	Enhance the safety and resilience of school campuses and district facilities by developing and implementing comprehensive fire and wildfire mitigation strategies, while expanding emergency preparedness and evacuation capabilities to effectively respond to wildfire and other hazard-related threats.				X		X	X	X		X		X	Local Funding Resources, grants, bond	Safety Coordinator	S	L to H
8	Develop a wind and straight-line windstorm mitigation plan and perform actions to decrease the risk of damage from these high probability events.											X		Local Funding Resources, grants, bond	Safety Coordinator	S	L to H
9	Enhance the resilience and operational continuity of Lincoln County School District facilities during power outages by increasing backup power capacity through the acquisition and installation of reliable generators at critical school sites.				X			X	X		X	X	X	Local Funding Resources, grants, bond, FEMA HMA	Safety Coordinator	S	M to H
10	Strengthen student and staff safety during severe weather and other hazardous events by developing and implementing a comprehensive Safe Rooms Plan for each school facility, ensuring access to										X	X	X	Local Funding Resources, grants, bond, FEMA HMA	Safety Coordinator	S	L to H

Mitigation Strategies		Impacted Hazard											Implementation and Maintenance				
Action Item #	Statement	Air Quality	Coastal Erosion	Drought	Earthquake	Extreme Heat	Flood	Landslide	Tsunami	Volcanic Event	Wildfire	Windstorm*	Winter Storm	Potential Funding Resources	Lead	Timeline	Cost
	structurally reinforced, hazard-resistant shelter areas across the district.																

Source: Lincoln County School District steering committee, 2025.

Cost: L (less than \$50,000), M (\$50,000-\$499,999), H (\$500,000-\$5 million), VH (more than \$5 million),

Potential Funding Sources: HMA=FEMA's Hazard Mitigation Assistance disaster and non-disaster grant programs

Timing: Ongoing (continuous), Short (1-4 years), Medium (4-10 years), Long (10 or more years)

Priority Actions: Identified with orange highlight

* - the windstorm hazard includes tornadoes (water spouts)

Dark Grey highlight indicates that the hazard does not impact the jurisdiction.

Risk Assessment

This section of the NHMP addendum addresses 44 CFR 201.6(b)(2) - *Risk Assessment*. In addition, this chapter can serve as the factual basis for addressing Oregon Statewide Planning Goal 7 – Areas Subject to Natural Hazards. Assessing natural hazard risk has three phases:

Phase 1: Identify hazards that can impact the jurisdiction. This includes an evaluation of potential hazard impacts – type, location, extent, etc.

Phase 2: Identify important community assets and system vulnerabilities. Example vulnerabilities include people, businesses, homes, roads, historic places and drinking water sources.

Phase 3: Evaluate the extent to which the identified hazards overlap with, or have an impact on, the important assets identified by the community.

The local level rationale for the identified mitigation strategies (action items) is presented herein, and within Volume I, Section 2, and Volume II, Appendix C.

Hazard Identification

This section profiles the district’s hazards and assesses their vulnerabilities, distinct from the countywide planning area. Detailed hazard profiles of the most significant countywide hazards are described in Volume I, Section 2. The detailed profiles include hazard characteristics, history, location, extent, previous occurrences, and probability of future occurrences. An event that affects the County, or applicable cities where district assets are located (Lincoln City, Newport, Toledo, Waldport), is likely to affect the district as well. In addition, because school district buses travel throughout the county multiple times every day, any event affecting any part of the county is likely to impact the school district. However, not all hazards impact the district assets. The district chose to profile the hazards shown in Table LCSD-2 due to the impact these hazards have upon their assets. Factors included during discussions by the district included the number of potential assets damaged, extent of damage, and length of time required for repairs (economic losses were also considered).

Additional information is found in the [Risk Assessment for Region 1, Oregon Coast, Oregon SNHMP \(2020\)](#).

National Flood Insurance Program (NFIP)

The district does not have the authority to adopt and enforce floodplain management or other land use regulations for the areas within its jurisdiction. For more information on National Flood Insurance Program (NFIP) claims and other potential flood impacts, see the City of (Lincoln City, Newport, Toledo, Waldport (Volume III).

Hazard Analysis

The NHMP steering committee updated the district’s previous [hazard analysis](#), to reflect current conditions. Where appropriate, changes were made to distinguish the district’s risks from those in the County’s hazard analysis, as detailed throughout this addendum. Table LCSD-2 shows the hazard analysis matrix listing each hazard in rank from high to low. For local governments, conducting hazard analysis is a useful step in planning for hazard mitigation, response, and recovery. The method provides the jurisdiction with a sense of hazard priorities but does not predict the occurrence of a particular hazard. See Volume I, Section 2 for methodology details.

Windstorm, winter storm, landslide, wildfire, Cascadia Subduction Zone earthquake, and local tsunami are the **high hazard threats** to the district. Distant tsunami, riverine flood, extreme heat event, and air quality/smoke are the middle hazard threats. Tornado, coastal flood, crustal earthquake, and volcanic event are the **low hazard threats**.

The school district’s primary responsibilities focus on the management, operation, and safety of educational facilities and services that support student learning. While the safety and well-being of students and staff are central to the district’s mission, the district does not serve as the lead agency for emergency response or public safety during hazard events.

Instead, the district works in close coordination with county and city agencies that have broader responsibilities for managing community-wide impacts. The district provides support through facility management, communication, and coordination related to school operations, while local jurisdictions lead efforts in emergency response, public safety, and disaster recovery.

Given this operational scope, the district is not directly impacted by the following hazards and does not maintain infrastructure or responsibilities that warrant profiling them in its hazard analysis: coastal erosion and drought. These hazards fall outside the district’s direct impact zone or operational purview and are more appropriately addressed by other agencies within the broader emergency management framework.

In addition, hazards classified in the “bottom tier” are considered to pose low vulnerability and/or low probability of occurrence within the district. As such, the district has chosen not to develop specific mitigation strategies for these hazards. Instead, it will collaborate with Lincoln County and relevant cities to support and implement mitigation efforts related to these lower-priority risks.

Table LCSD-2 Hazard Analysis Matrix

Hazard	Maximum				Total Threat Score	Hazard Rank	Hazard Tiers
	History	Vulnerability	Threat	Probability			
Windstorm	20	50	100	70	240	#1	Top Tier
Winter Storm	18	35	90	70	213	#2	
Landslide	20	40	80	70	210	#3	
Wildfire	10	40	100	56	206	#4	
Earthquake (Cascadia)	2	50	100	49	201	#5	
Local Tsunami	2	50	100	49	201	#6	
Distant Tsunami	10	30	80	49	169	#7	Middle Tier
Flood (Riverine)	20	15	40	70	145	#8	
Extreme Heat Event	8	15	60	56	139	#9	
Air Quality/Smoke	8	15	60	49	132	#10	
Tornado	8	10	30	56	104	#11	Bottom Tier
Flood (Coastal)	10	15	40	35	100	#12	
Earthquake (Crustal)	10	20	40	21	91	#13	
Volcanic Event	2	5	40	7	54	#14	

Source: Lincoln County School District steering committee, 2025.

Community Characteristics and Assets

The Lincoln County School District in Oregon spans along the central Oregon Coast, from Lincoln City in the north to Yachats in the south. It serves a diverse set of coastal and inland communities (Map LCSD-1). The district encompasses both urban and rural areas, covering a wide geographic region that includes coastal lowlands, forested hills, and river valleys

The following section presents key demographic and asset information specific to the Lincoln County School District (see Table LCSD-3). These community characteristics influence how natural hazards affect the district and inform how mitigation strategies are developed and prioritized. Considering district-specific assets during the planning process helps identify effective and context-appropriate mitigation measures. For additional details on local vulnerabilities and resources, refer to the [area profiles](#) provided later in this document.

Vulnerability Assessment

No development or population changes affected the jurisdiction’s overall vulnerability to their profiled hazards. In addition, development and population forecasts are not expected to increase or decrease the impact of their profiled hazards.

Due to the large geographic area, the district is at risk of many different natural hazards. Most district facilities are located on the coast, which could result in locations being cut off from each other in the event of an earthquake or tsunami. Some district facilities are also located in urban areas (Newport, Lincoln City), which provides opportunities for support that otherwise would not exist in more rural areas (Toledo & Waldport). The facilities located in

the eastern portion of the county are at higher risks of wildfire due to having drier and denser forested land.

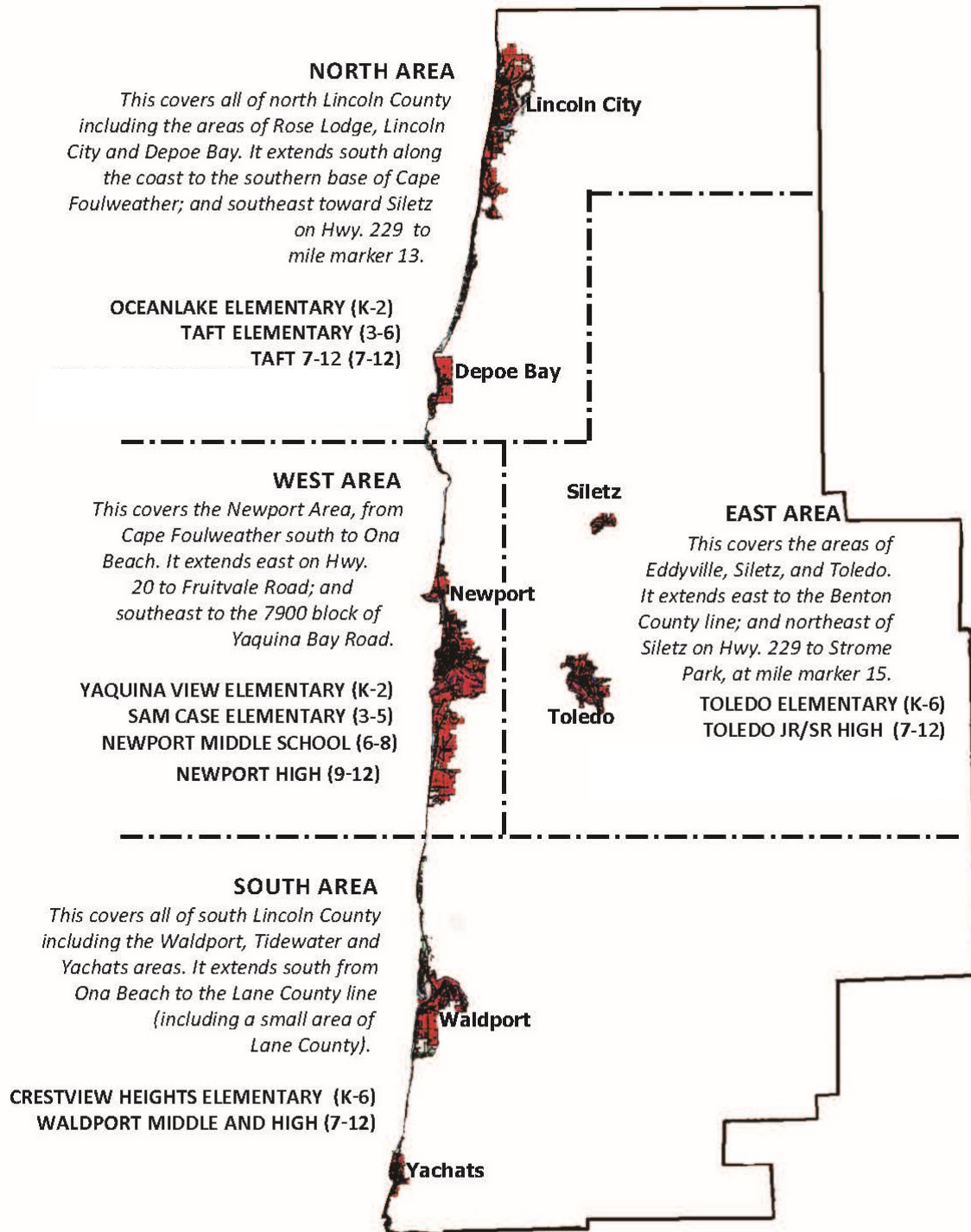
Table LCSD-2 provides the ranking of hazards of concern based on total threat score and Table LCSD-3 shows hazard impact to the district's assets.

Hazard area extent and location maps are included in Attachment B. Information shown on the maps is for planning purposes, represents the conditions that exist at the map date, and is subject to change. Refer to the original source documentation to better understand the data sources, results, methodologies and limitations of each dataset presented.

2007 Rapid Visual Survey

Oregon adopted statewide building codes in the 1970s, but more rigorous seismic standards were not implemented until the 1990s and early 2000s. While all Lincoln County School District buildings have been relocated outside of tsunami inundation zones, some facilities may still require seismic upgrades to meet current safety standards (see related action items). The Oregon Department of Geology and Mineral Industries (DOGAMI) conducted an assessment in 2007 to estimate the seismic resilience of public buildings in Lincoln County, including schools and public safety facilities. For more information click this link: [DOGAMI report O-07-02: Statewide Seismic Needs Assessment](#).

Map LCSD-1 District Boundaries



Source: Lincoln County School District

Note: This map shows approximate boundaries for general informational purposes only.

Table LCSD-3 Facilities Summary

Name/Number	Address	Identified Hazard Exposure										
		AQ	CE	DR	EQ	EH	FL	LS	TS	VE	WF	WS
Lincoln City Schools												
Oceanlake Elementary	2420 NE 22 nd St, Lincoln City				X			X				
Taft Elementary [^] <i>(former high and middle)</i>	4040 SE High School Dr, Lincoln City				X			X			X	
Taft 7-12 High* <i>& Future Bound Alternative</i>	3780 SE Spyglass Ridge Dr, Lincoln City <i>(housed in the Voris Field Building)</i>				X						X	
Newport Schools												
Yaquina View Elementary	351 SE Harney St, Newport				X			X				
Sam Case Elementary	459 NE 12 th St., Newport				X							
Newport Middle <i>& Future Bound Alternative</i>	825 NE 7 th St, Newport				X			X			X	
Newport High – East	322 NE Eads St, Newport				X							
Newport High– West* [^] <i>Newport High Young Adult ECEL Program Education for Community Employment & Life</i>	311 NE Eads St, Newport				X							
Toledo Schools												
Toledo Elementary	600 SE Sturdevant Rd, Toledo				X			X			X	
Toledo Jr/Sr High* [^] <i>(in County)</i>	1800 NE Sturdevant Rd, Toledo				X			X			X	
Waldport Schools												
Crestview Heights	2750 Crestline Dr, Waldport				X						X	
Waldport Middle and High* [^]	3000 Crestline Dr, Waldport										X	
District Offices & Support Facilities												
Teaching & Learning Center/District Office (EOC)	1212 NE Fogarty St, Newport				X			X			X	
The Compass Center for Youth & Families	459 SW Coast Hwy, Newport, OR				X							
Facilities & Maintenance - North	Holly Farm 6110 NE Devils Lake Blvd, Lincoln City				X		X		X			

Table LCSD-3 Facilities Summary

Name/Number	Address	Identified Hazard Exposure											
		AQ	CE	DR	EQ	EH	FL	LS	TS	VE	WF	WS	WT
Facilities & Maintenance – Main (<i>Alternate EOC</i>) Sodexo Nutrition & Custodial Services	295 NE Burgess Rd, Toledo				X								
Arcadia School (District Support Offices)	1811 NE Arcadia Dr, Toledo, OR				X			X					
Transportation													
Bus Barn – Main (Toledo)	Located at Facilities & Maintenance (Main)				X			X				X	
Bus Barn – North (Lincoln City)	Holly Farm Bus Barn 6110 NE Devils Lake Blvd				X			X				X	
Bus Barn – South (Waldport)	Located at Crestview Heights School				X			X				X	
Childcare and/or Preschool													
Early Intervention (Early Childhood Center)	420 NE 12th St, Newport				X								
Tiger Preschool	Located at Oceanlake Elementary, Lincoln City	See vulnerability data for facility that this program is located within											
Early Intervention	Located at Oceanlake Elementary, Lincoln City												
Baby Cubs Childcare & Teen Parent Program	Located at Newport High – West, Newport												
Cubby Preschool	Located at Yaquina View Elementary, Newport												
Baby Boomers Preschool	Located at Toledo Elementary School, Toledo												
Wee Irish Preschool	Located at Crestview Heights, Waldport												

Source: Information provided by Lincoln County School District
 Potential impact from DOGAMI, Open-File Report O-20-11, Lincoln County Natural Hazard Risk Report (2020).
 Dark Grey highlight indicates that the hazard does not impact the jurisdiction.

Table Key:

“X” – Facility may be exposed and may be impacted by the identified hazard per a visual inspection of the mapped hazard area
 Notes: * - School Based Health Center Operated by Lincoln County Health and Human Services; ^ - Homeless Education & Literacy Program Center (HELP)
 [blank] = facility exposure has not been assessed for this hazard

Hazard Descriptions:

AQ = Air Quality	EH = Extreme Heat	LS = Landslide	WF = Wildfire
CE = Coastal Erosion	EQ = Earthquake	TS = Tsunami	WS = Windstorm/Tornado
DR = Drought	FL = Flood	VE = Volcanic Event	WT = Winter Storm

School District Area Profiles²

The following section provides information on the School District specific demographics and assets. Many of these community characteristics can affect how natural hazards impact communities, and how communities choose to plan for natural hazard mitigation. Considering the School District specific assets during the planning process can assist in identifying appropriate measures for natural hazard mitigation.

Lincoln City (North Area)

Table LCSD-4 shows schools and support facilities within Lincoln City. The three schools serve approximately 1,700 children from an expansive geographic region: from Otter Rock & Depoe Bay in the South, to several miles up Hwy 229 to the East towards Siletz, and out to Cascade Head area off Hwy 101 to the North and to Rose Lodge area on Hwy 18 to the Northeast (Map LCSD-1)

Table LCSD-4 Lincoln City Schools & Support Facilities

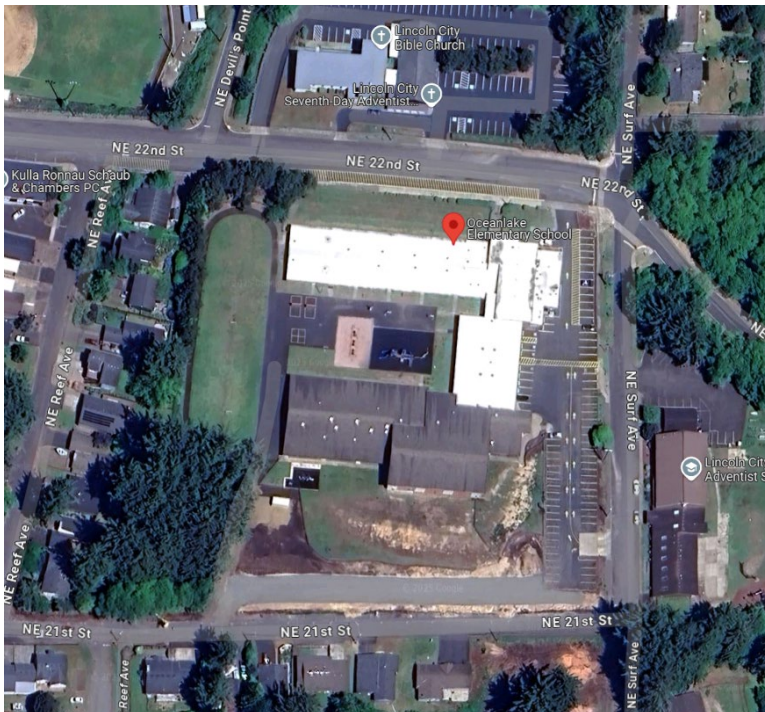
School/Facility Name	Address
Oceanlake Elementary School (pk-2)	2420 NE 22nd St
Taft Elementary School (3-6)	4040 SE High School Dr
Taft 7-12 High School (7-12)	3780 SE Spyglass Ridge Dr
Facilities & Maintenance – North	New: 6110 NE Devils Lake Blvd
Bus Barn – North (Holly Farm Bus Barn)	6110 NE Devils Lake Blvd

Oceanlake Elementary School (OLE) serves students in grades pK-2. It was originally built in 1951, and a new wing was constructed with the 2012 Bond. It also houses a daily afterschool program and summer all-day program operated by Lincoln City Parks & Recreation. Preschool and Early Intervention Preschool were added to this school since the last NHMP update. Directly across the street is a private K-12 school (Lincoln City Christian School). OLE is in the middle of the city, near the swimming pool, fire station, ambulance company, and hospital. It is loosely bordered on the west by Hwy 101 going north and south, the Pacific Ocean to the West, and Devils Lake to the East. The building is mostly single-story, except for one section that has a basement and two small sections that have a second story. This school had a major addition (of classrooms, a gymnasium and a new office area) due to the passage of a 2012 construction bond. Information on the school’s estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Oceanlake Elementary School, because of its geographic location, will not be able to rely on the sheltering capacity available at Taft High School, which is the main Red Cross shelter for Lincoln City. Oceanlake School needs its own full-school generator since students would likely need to shelter there during severe weather emergencies. At the time of the last NHMP, the south and west portion of the campus was heavily wooded with dense trees, increasing risk to the school when considering the high probability wind events and wildfire events. Since then, the goal to create defensible space around this school was partially

² This section was authored by Sue Graves, Lincoln County School District Safety Coordinator, and edited by OPDR.

accomplished when they removed a large portion of trees and underbrush along the south side of the building to create a new on-campus driveway. The School District received a SRGP grant to retrofit the gym and that work was completed (SRGP 2020, \$2,499,090).

Oceanlake Elementary School



Taft Elementary School (TAES) serves students in grades 3-6. The school also has a HELP Center (Homeless Education and Literacy Program) for the School District’s families/students experiencing homelessness. It also houses a daily 21st Century After-School Program. The school, built in 1951, has had at least six additions, making it more vulnerable to seismic hazards. It is located on the top of a hilly site with a heavily wooded canyon on its east side (with wetlands), making it at high risk for wildfire and wind damage. While most of the school is single story, the

portion adjoining the gymnasium has a basement and a second floor. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). However, an independent engineering evaluation indicated that the gymnasium area of the school has a greater risk for collapse. The School District received a SRGP grant to retrofit the gym and that work was completed.

Taft 7-12 High School (TAHS) serves students in grades 7-12. In addition, Lincoln County Health & Human Services operates a School-Based Health Center at the school. There is also an alternative middle school called Future Bound on the campus located in the grandstand offices at Voris Field. The school, built in 1998, is a two-story building flanked by wetlands to the immediate west and dense forest to the east. The forest's presence makes the area particularly vulnerable to wildfires and wind damage, prompting the school district to conduct brush mitigation efforts to help reduce this risk. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Taft 7-12 is a designated Temporary Tsunami Assembly Area for this area of Lincoln City and is the primary Red Cross Shelter for Lincoln City.

Taft Elementary School and Taft 7-12 High School share a larger campus with multiple athletic fields and a neighboring community college. Because these schools are bordered by forest lands, they are at higher risk for wildfires, wild animals wandering onto campus, and errant gun shots, due to target shooting nearby. Both Taft schools are geographically within walking distance of one of Lincoln City's fire stations.

Taft Elementary School & Taft 7-12 High School



Transportation & Support Facilities

Buses & Bus Barn: School buses and a bus barn have been housed for many years at the old Taft Elementary School property in the tsunami zone (on SE 50th Street). In 2019 the buses and bus barn were relocated to a site on the North end of Lincoln City. The new facility is outside of the tsunami zone on NE Devils Lake Rd. However, this property is surrounded by dense forest and is at high risk for wildfire and wind damage.

Facilities & Maintenance Building (North): The School District Facilities & Maintenance building was in the tsunami zone at the old Taft Elementary School property, but it moved out of the tsunami zone to the same property as the bus barn.

Facilities & Maintenance North



Former Facilities & Maintenance Building



New Facilities & Maintenance Building (alongside the Bus Barn)

Natural Hazard Preparedness and Mitigation Activities

Generator: Taft High School has an old and obsolete generator with an underground 500-gallon tank of diesel fuel. It doesn't power up much of the school and it often doesn't work. The school also has a large freezer that holds a month worth of food for the school. Taft High is the primary designated shelter school for Lincoln City. The School District recently were awarded a Planning, Infrastructure, and Economic Revitalization (PIER) Grant to purchase a new full-school generator and 2,500 gallon above-ground fuel tank. The work has not yet started.

Earthquake/Tsunami Hazard: Several years ago, the School District closed the old Taft Elementary School on 51st Street, which was in the tsunami zone and incorporated those students into other Lincoln City schools. Subsequently, the School District used FEMA PDM Grant funds (from the Waldport grant) to demolish the old Taft elementary school. Currently, all Lincoln City schools are out of the tsunami hazard zone. However, in the event of a large Cascadia Subduction Zone earthquake and tsunami, it is expected that access to all Lincoln City schools will be unavailable due to tsunami inundation on Hwy 101 (both north and south) and Hwy 18 to the east. Current building codes are for life-safety only and do not provide for re-occupancy after a Cascadia Subduction Zone Earthquake. Scientists expect roads and bridges to have significant damage from a local earthquake and tsunami. The School District expects all basic infrastructure services to be destroyed/damaged by the earthquake. In anticipation of this, the School District is preparing to do search and rescue as much as feasible, provide medical support, expect delayed family reunifications, and provide for the basic needs of students and staff for many days and possibly several weeks before help may arrive. More work is to be done to be adequately prepared.

Teen CERT: Taft High School (TAHS) has a robust, semester long Teen CERT class in which students learn about hazards that may impact their area and are taught how to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed. These students will be the first responders at both Taft schools if a large Cascadia Subduction Zone earthquake occurs when school is in session. Since the 2009/10 school year, over 460 TAHS students have taken the Teen CERT semester course. North Lincoln Fire & Rescue, Depoe Bay Fire & Rescue, and CERTs of Lincoln County assist with this course. Unfortunately, the Teen CERT students will not be able to serve Oceanlake Elementary School due to geographic distance and expected tsunami inundation.

Disaster Supply Caches: In 2012 and again in 2015 the School District collaborated with the county, city, fire, Oregon Coast Community College, and other agencies and organizations to develop Disaster Caches of basic survival supplies. One Cache is located at Taft High School and the other was near Oceanlake Elementary in the Kirtsis Field parking lot. Since the 2020 NHMP update the School District, with community partners, moved the Kirtsis Field cache to OLE and added an additional container of supplies at OLE. They also added an additional container of supplies at Taft High. These caches are designated for use by the schools if a disaster occurs when school is in session (this includes neighboring schools). Otherwise, they will be available for city and fire to assist with the basic needs of the community in a disaster. More disaster cache supplies are needed at both cache sites.

Other Preparedness Activities: The school district partners with local emergency service agencies to provide regular Emergency Preparedness Fairs in Lincoln City. They also participate in tabletop and full-scale exercises such as tsunami drills, active shooter exercises, hazardous materials spills, and more. Several years ago they collaborated with community partners and coordinated a citywide tsunami drill. A portion of Taft High School was activated as a Red Cross Shelter, and the City & Fire set up a mobile command post at Taft HS. In addition, a Coast Guard Helicopter practiced landing on the field.

Partner Organizations for Lincoln City Schools

- City of Lincoln City
- Lincoln City Police Department
- Lincoln City Emergency Management
- Lincoln City Parks & Rec.
- Lincoln County Sheriff’s Office
- Oregon State Police
- North Lincoln Fire & Rescue
- Depoe Bay Fire & Rescue
- Samaritan North Lincoln Hospital
- Pac West Ambulance
- Lincoln County Emergency Management
- American Red Cross
- Community Emergency Response Team
- National Weather Service
- First Student Bus Company
- Sodexo Nutrition & Custodial Services
- Linn Benton Lincoln ESD Early Intervention
- Lincoln County Health & Human Services School-Based Health Centers
- U.S. Coast Guard Stations Depoe Bay and North Bend

Newport (West Area)

Table LCSD-5 shows schools and support facilities within Newport. These four schools serve approximately 2,100 children from a large geographic region from Otter Rock/Hwy 101 in the North, to several miles up Hwy 20 to the East, and down to Seal Rock/Hwy 101 to the South (Map LCSD-1). Many students have variances to attend Newport schools and self-transport from all over Lincoln County to Newport schools.

Table LCSD-5 Newport Schools & Support Facilities

School/Facility Name	Address
Yaquina View Elementary School (pK-2)	351 SE Harney St
Sam Case Elementary School (3-5)	459 NE 12th St.
Early Childhood Center (pre)	420 NE 12th St
Newport Middle School (6-8)	825 NE 7 th St
Newport High School – East (9-12)	322 NE Eads St
Newport High School – West (9-12)	311 NE Eads St
The Teaching & Learning Center (District Offices)	1212 NE Fogarty St
The Compass Center for Youth & Families (Offices)	459 SW Coast Hwy

Yaquina View Elementary School (YVE) serves students in grades pK-2 and was built in 1961 and has had at least four additions since that time. YVE is in the middle of the city, just off Hwy 20 and on a hill above the Bayfront. Yaquina View School was officially closed as a school several years ago due to budget cuts. It was subsequently reopened and fully occupied with a variety of services: preschool, alternative high school, early intervention, homeless literacy program, and various district services. It was reopened as a kindergarten through grade 2 school. Information on the school’s estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Since the 2020 NHMP, seismic rehabilitation grants were awarded, and the oldest part of the school was retrofitted (SRGP 2021, \$2,493,600). A SRGP grant was also awarded to retrofit the classroom wing of this school (SRGP 2025, \$2,493,860). Seismic rehabilitation funds are still needed to strengthen the rest of this school and reduce the risk of injury and loss of life in an earthquake.

This school is located at the top of the hill leading to the bayfront (Yaquina Bay) and is bordered on two sides by significant mapped landslide areas on DOGAMI’s current SLIDO map. This school has been designated as a “Temporary Tsunami Assembly Area” on DOGAMI’s new Tsunami Map of the area. Yaquina View Elementary School, along with all LCSD schools, are designated Red Cross Community Shelters. LCSD has a written agreement with the Red Cross for the use of their schools in disaster situations. They also have a 3-part Overnight Sheltering guide that describes how the school can shelter students, how the Red Cross shelters the community, and how to safely conduct a dual sheltering operation. This school does not have a generator which is a limiting factor. At the time of the last NHMP, there was no disaster cache supply located here to support shelter students, staff, or the community. Since then, LCSD added a supply cache of supplies, a greenhouse, and a school garden. The covered play shed was removed, and a new gym was built at this school since the last NHMP update.

Yaquina View Elementary



Sam Case Elementary School (SCE) serves students in grades 3-5 and was built in 1958. The Early Childhood Center (ECC) is operated by the Linn Benton Lincoln Educational Service District and provides services to preschool age children. SCE and ECC are divided by a busy public street: 12th Street. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Prior to the 2015 NHMP, Newport Fire Department expressed interest in partnering with the School District so that in a natural disaster they could take over ECC and convert it into their command center, since the fire department's main station was considered likely to collapse. Since the 2015 NHMP, both the school district (SRGP 2015-2017 Phase II, \$1,498,424) and the fire department (SRGP 2013-2014, \$1,491,223) received seismic rehabilitation grants and both Sam Case Elementary School and Newport Main Fire Station are seismically strengthened. As such, the fire department no longer needs to use the ECC as their command center during a seismic event. SCE has an arrangement with the Presbyterian Church on 12th Street for the use of its church in case an off-campus evacuation is necessary.

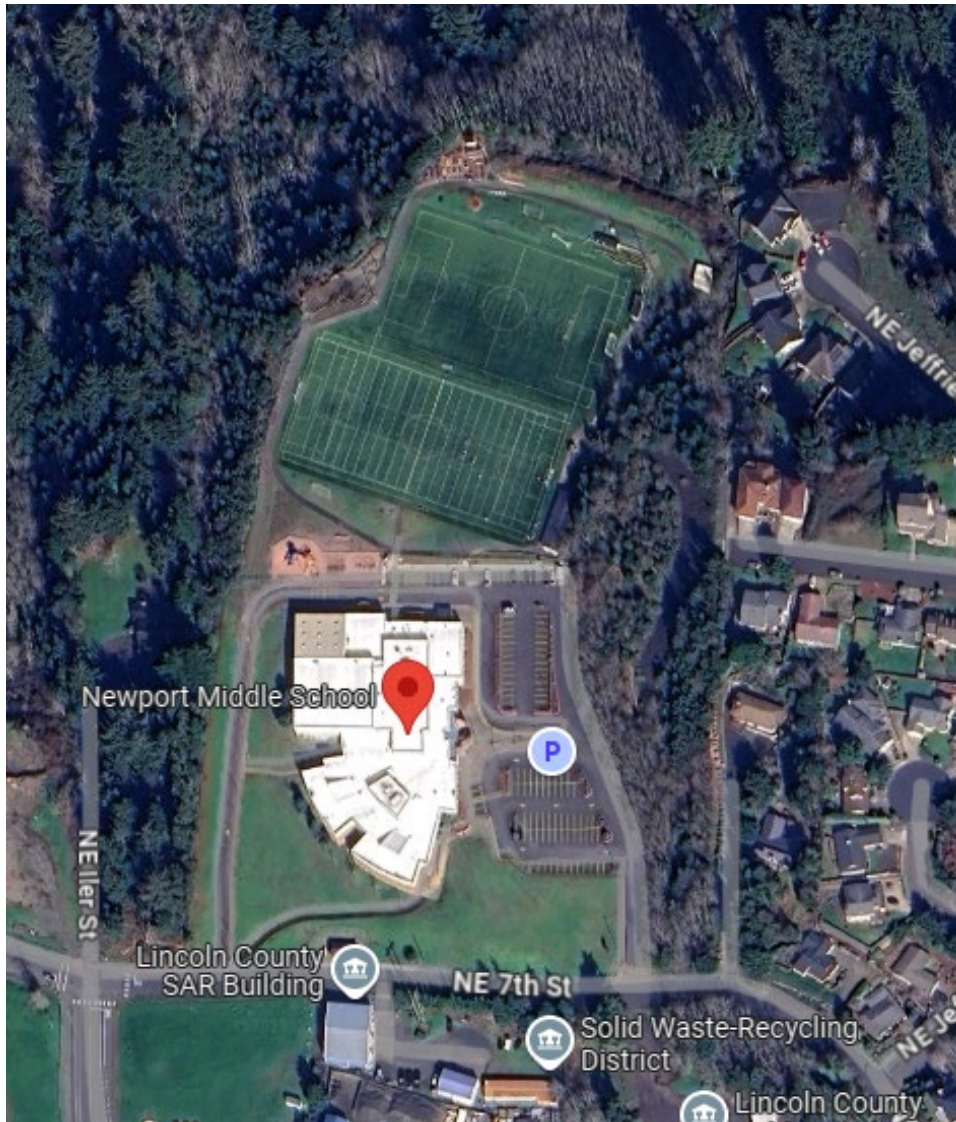
At the time of the 2020 NHMP, there was no disaster cache supply located here to support shelter students, staff, or the community. Since then, LCSD added a supply cache of supplies and the fire department added their own cache of supplies, they also added a greenhouse, and a school garden. Sam Case Elementary School, along with all LCSD schools, are designated Red Cross Community Shelters. LCSD has a written agreement with the Red Cross for the use of their schools in disaster situations. They also have a 3-part Overnight Sheltering guide that describes how the school can shelter students, how the Red Cross shelters the community, and how to safely conduct a dual sheltering operation. However, this school does not have a generator, which is a limiting factor. Further, this school is flanked on the north and east sides by dense forest and is a high risk of wind damage and wildfire damage. In fact, since the last NHMP update, trees have fallen onto Sam Case Elementary School on at least two occasions.

Sam Case Elementary School & Early Childhood Center



Newport Middle School (NMS) serves students in grades 6-8 and was built in 1998. It also houses an alternative middle school called “Future Bound.” NMS is nestled up next to a dense, forest area to the north and west, making it vulnerable to wildfires. The hill bordering the east side of the school and parking lot had a significant slide on it a few years ago due to heavy rain. Information on the school’s estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). The school was built on a hill with fill and has multiple stories. There are already several cracks in the hallway floors. This could present challenges in a large Cascadia Subduction Zone earthquake. Nevertheless, NMS has been designated a Temporary Tsunami Assembly Area and is also the primary designated Red Cross school shelter in Newport. The School District has participated with multiple agencies in several different full-scale exercises at this school and have activated NMS as a Red Cross Shelter for these drills. Since the last NHMP, LCSD relocated a 2-shipping container disaster cache from an off-campus neighboring site and onto the NMS campus. They also added an additional container of supplies on campus.

Newport Middle School



Newport High School (NHS) serves students in grades 9-12. NHS has a Teen-parent childcare program and preschool. In addition, Lincoln County Health & Human Services operates a School-Based Health Center at the school. There is a young adult special education learning program called Education for Community Employment and Life (ECELE) for students through age 21.

The NHS East and West buildings share a campus that is divided by Eads Street. Several years ago, the school district and city worked together to get Eads Street closed to through-traffic during school hours. This significantly reduced the risk of student/pedestrian injuries but it doesn't keep the public from walking through campus at any time of the school day, increasing risk to students as they pass from class-to-class multiple times each day. The east side of Newport High's East Campus borders the County Fair Grounds.

Information on the school’s estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). A seismic rehabilitation grant was awarded and the gymnasium on the east campus was retrofitted (SRGP 2015-2017, Phase II, \$1,500,000). Seismic rehabilitation funds are still needed to strengthen other areas of these buildings and reduce the risk of injury and loss of life in an earthquake. This school does not have its own disaster supply cache and is expected to walk up to Newport Middle School to share the supplies stored there. A small disaster supply cache is needed at NHS for incidents when relocating to NMS does not make sense. Since the 2020 NHMP, the old grandstands were removed and replaced.

Newport High School East & West



District Offices & Support Facilities

We have two support facilities in Newport: 1) our District Offices, called the Teaching and Learning Center (TLC), and 2) the Compass Center for Youth & Families. These buildings are not in the tsunami zone and neither has had a Rapid Visual Screening assessment by DOGAMI.

The Teaching & Learning Center/District Offices (TLC): Since the 2015 NHMP, the School District acquired the City of Newport’s vacated public swimming pool that was built in 1965. In 2018 they remodeled it into a two-story office and training building with a basement for storage. It now serves as the main District Office and professional development center. On the north and east sides and partially on the south side, TLC is nestled up against a forest and canyon area called “Forest Park.” To the west, a public street separates TLC from Sam Case Elementary School. After doing earthquake drills at TLC, the School District is concerned about getting out of the building and to a safe evacuation assembly area after an earthquake. There are power

poles/lines to the west and south. There is a dense forest/canyon to the north and east, part of this forest/canyon is in the tsunami zone, and the risk of trees falling and/or landslides is also a concern. Further, the wildfire and severe wind hazard is of concern at this facility due to its immediate proximity to a dense wooded area. With this acquisition came the designation of two spaces in the building as a Primary and Secondary Emergency Operations Center. This facility needs a generator, an EOC plan, EOC equipment and supplies.

District Offices/Teaching & Learning Center (TLC)



The Compass Center for Youth & Families was the former location of the School District offices. This building currently houses additional district staff offices. The Compass Center is a 1937, concrete, three-story building and there is concern about safety during an earthquake. The two-story garage structure is aging, and the entire building needs seismic rehabilitation, including the demolition of the two-story garage structure. There is no generator here and there are no disaster supplies stored here.

The Compass Center for Youth & Families



Transportation/School Buses: The School District does not store school buses in Newport. Regional buses are stored at the main bus barn in Toledo.

Natural Hazard Preparedness and Mitigation Activities

- **FEMA Post-Disaster Mitigation Grant:** In 2023, the School District received a Post Fire Mitigation Grant of approximately \$1,400,000 for ignition resistant construction on six of our school sites to help prevent loss of life and property from wildfires. Schools in the grant include: Arcadia School (Toledo), **Newport Middle School, Newport High School East, Newport High School West**, Crestview Heights School (Waldport), and Waldport High School.
- **Generator:** Newport Middle School has an old and obsolete very small generator with 50-gallon tank of diesel fuel. It doesn't power up much of the school and it often doesn't work. In 2025, we were awarded a Planning, Infrastructure, and Economic Revitalization (PIER) Grant to purchase a new full-school generator and 2,500 gallon above-ground fuel tank. The work has not yet started.
- **Earthquake/Tsunami Hazard:** None of the Newport schools are in the tsunami hazard zone. However, in the event of a large Cascadia Subduction Zone earthquake and tsunami, access to all Newport schools will be unavailable because they will be cut off from all major transportation routes due to tsunami inundation at: Hwy 101 South at the Yaquina Bay Bridge, Hwy 101 North near Walmart, and Hwy 20 to the East. Current building codes are for life-safety only and do not provide for re-occupancy after a Cascadia Subduction Zone Earthquake. Scientists expect roads and bridges to have significant damage from a local earthquake and tsunami. The School District expects all basic infrastructure services to be destroyed/damaged by the earthquake. In anticipation of this, we will need to be prepared to do our own search & rescue, provide medical support, expect delayed family reunifications, and provide for the basic needs of students & staff for many days and possibly several weeks before help may arrive.
- **Teen CERT:** Newport High School had a Teen CERT program for one year during the 2010/11 school year but had to discontinue it due to budget cuts. Since the 2015 NHMP, the school has reinstated the Teen CERT semester class starting in the 2018/19 school year. In this semester long Teen CERT class students learn about hazards that may impact their area and are taught how to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed. These students will be the first responders at both NHS & NMS schools if a large Cascadia Subduction Zone earthquake occurs when school is in session. Reinstating the Teen CERT program made the school eligible for funds to purchase a Teen CERT Disaster Response Cache located in wind and watertight shipping containers in the NHS parking lot. Newport Fire & Rescue and the CERTs of Lincoln County assist with this course.
- **Disaster Supply Caches:** In 2013, initial Disaster Caches were established across the street from Newport Middle School in the County's secure Marine Lot and at the South Beach Oregon Coast Community College Campus. The project was a partnership between the County, School District, City of Newport, Newport Fire, Oregon Coast Community College, OSU Hatfield Marine Science Center, Oregon Coast Aquarium, and the Oregon Department of Fish and Wildlife. The caches have a limited supply of tents, water, and some basic survival supplies. An additional container is needed to store additional supplies. Since the 2015 NHMP, the disaster cache was relocated to another county field near the schools, and the School District partnered with the City of Newport to add more tents and survival food supplies to the cache. These caches are designated for use by the schools if a disaster occurs when school is in session. Otherwise, they will be available for city and fire to assist with the

basic needs of the community in a disaster. Since the 2020 NHMP, the containers were moved to the Newport Middle School campus and an additional container of supplies was added. Additional supplies are needed, including but not limited to cots, tents, and more food.

- **Other Preparedness Activities:** The school district partners with local emergency service agencies to provide regular Emergency Preparedness Fairs in Newport. They also participate in tabletop and full-scale exercises such as tsunami drills, active shooter exercises, hazardous materials spills, and more. In fact, several years ago they collaborated with our community partners and a portion of Newport Middle School was activated as a Red Cross Shelter.

Partner Organizations for Newport Schools

City of Newport	Community Emergency Response Team
Newport Police Department	Oregon Coast Community College
Newport Emergency Management	National Weather Service
Lincoln County Sheriff’s Office	First Student Bus Company
Oregon State Police	Sodexo Nutrition & Custodial Services
Newport Fire & Rescue	Linn Benton Lincoln ESD Early Intervention
Samaritan Pacific Communities Hospital	Lincoln County Health & Human Services
Pac West Ambulance	School-Based Health Centers
Lincoln County Emergency Management	U.S. Coast Guard Station Yaquina Bay and
American Red Cross	North Bend

Toledo (East Area)

Table LCSD-6 shows schools and support facilities within Toledo. These schools serve 730 children from an expansive, rural, geographic region in the east section of Lincoln County off Hwy 20: including Toledo, Siletz, Logsdan, Eddyville, Blodgett, and the surrounding unincorporated areas of Lincoln County (Map LCSD-1). Some of the children who live in this region attend the Siletz or Eddyville Charter School, but 730 children attend the Toledo schools. The Toledo Schools are at higher risk for winter snow and ice emergencies due to their higher elevation/inland location than our other coastal schools. Because Toledo schools are bordered by forest lands, they are at higher risk for wildfires, wild animals wandering onto campus, and errant gun shots, due to target shooting nearby.

Table LCSD-6 Toledo Schools & Support Facilities

School/Facility Name	Address
Toledo Elementary School	600 SE Sturdevant Rd, Toledo, OR
Toledo Jr/Sr High School	1800 NE Sturdevant Rd, Toledo, OR
Arcadia School (district offices & nutrition services)	1811 NE Arcadia Dr, Toledo, OR
Burgess Campus: Facilities & Maintenance, Bus Barn/Transportation, Custodial Services	295 NE Burgess Rd, Toledo, OR

Toledo Elementary School (TOES) serves students in grades pK-6 and was built in 1987. The school is in the City of Toledo and is served by Toledo Police Department and a shared School Resource Officer from the Sheriff's Office. The school district has a preschool program for children at TOES. TOES is bordered by forestland on most sides and Sturdevant Road to the west, which is in the tsunami zone. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). Seismic rehabilitation is needed. A classroom wing addition along with a new office area and cafeteria were added in 2015 with a construction bond. This school has been designated as a "Temporary Tsunami Assembly Area" on DOGAMI's new Tsunami Map of the area. It is also the primary designated Red Cross Emergency Shelter for this area. The older portion of the building has some cracks in the floor and there is some concern of landslide hazards during an earthquake. This school is at high risk for wildfire due to its location and surrounding dense forest areas and trees. A disaster supply cache is located at this site, and since the 2020 NHMP, an additional container of supplies was added. Additional supplies are needed, including but not limited to cots, tents, and more food.

Toledo Elementary School



Toledo Jr/Sr High School (TOHS) serves students in grades p7-12. The school is outside City limits in an unincorporated area of the County and is served by Lincoln County Sheriff's Office and East Lincoln County Fire. Toledo Jr/Sr High is bordered by dense forestland on most sides and Sturdevant Road to the west, which is in the tsunami zone. Lincoln County Health & Human Services operates a School-Based Health Center at the school. The school also has a HELP Center (Homeless Education and Literacy Program) for families/students experiencing homelessness.

Built in 1955, TOHS is on a steep hill with multiple floor levels. Information on the school's estimated seismic resistance and collapse potential, determined by DOGAMI in 2007, is provided [here](#). A more extensive seismic and geologic study is needed at this site to account for the multiple and irregular levels and additions. In 2014, the School District received a grant and the gym area of TOHS was seismically rehabilitated (SRGP 2014, \$1,500,000). The school also has three separate classroom structures up the hill from the main building. One is an industrial arts building and the other houses a computer lab. This campus is at high risk of wildfires and wind damage due to its geographic location next to dense forest areas. In fact, since the 2020 NHMP, tree damage was reported on a neighboring structure and we have since performed tree and defensive space mitigation on the north side of the school campus.

Toledo Jr/Sr High School



District Offices & Support Facilities

Arcadia School: Arcadia school is used for several district support functions, including nutrition services, records, adaptive PE, and more. Arcadia school was not included in the DOGAMI Rapid Visual Screening assessment since it was not in service as a school at that time. It needs a seismic assessment. It is not a traditional school at this time but may be reopened as a functioning school soon. It is surrounded by trees on most sides and is at risk of damage due to wildfires and wind. This school is currently without a disaster supply cache or a generator; both are identified as critical needs. Since the 2020 NHMP, we performed defensive space mitigation at this site and received a FEMA Grant to perform significant ignition-resistant construction, which was completed in 2024.

Arcadia School



Burgess Campus: The School District’s “Burgess Campus” houses the main Facilities & Maintenance Department, the main Bus Company and Bus Barn, and Custodial Services. The campus is located adjacent to, and shares a parking lot with, the Toledo Fire Department.

Burgess Complex (Facilities & Maintenance, Bus Barn/Transportation, Food & Custodial Services)



Facilities & Maintenance: Includes offices and a maintenance shop for the entire Lincoln County School District. Most of the School District vehicles are housed here. Built next to a canyon, this site has a history of slide damage. During a 2012 winter storm, significant slide damage occurred at this complex. The School District received FEMA disaster assistance for

the repairs at this site. The site is surrounded by dense trees and is at elevated risk for wildfire.

The School District has had discussions with the Toledo Fire Department about the School District's big freezer full of food at this site. In a disaster situation, the fire district and city may need to use this food for community needs. The freezer could also be used as a morgue if necessary, in a disaster situation. When the Fire Station was built, a generator was installed, and conduit was placed to connect the Fire Department generator with the school district's freezer. Since the 2020 NHMP, some work was done on this, however, the project was not completed due to a lack of funding and still needs a significant amount to work (wires, breakers, etc.), to be operational.

This site needs redundant backup communications as it could be used as a backup EOC for the district. It is also in need of reliable power. There is no disaster cache at this site and one is needed for staff.

Buses & Bus Barn: The main bus dispatch center for the district is located at this site as are school buses and the bus barn for Toledo & Newport schools. The remaining buses are in Lincoln City and Waldport. If these assets survive a Cascadia earthquake (no liquefaction, landslides, fire/explosion, etc.), they will be a great resource of shelter, fuel, security, and communications. Fuel will be necessary for big equipment to clear roads, for fire trucks and police cars to operate, etc.

Natural Hazard Preparedness and Mitigation Activities

FEMA Post-Disaster Mitigation Grant: In 2023, the School District received a Post Fire Mitigation Grant of approximately \$1,400,000 for ignition resistant construction on six of our school sites to help prevent loss of life and property from wildfires. Schools in the grant include **Arcadia School (Toledo)**, Newport Middle School, Newport High School East, Newport High School West, Crestview Heights School (Waldport), and Waldport High School.

Generator: Toledo Elementary School is equipped with a generator and is the primary shelter facility for the east area. The generator is powered by natural gas, which could be problematic in an earthquake. The School District would like to explore converting this to a diesel generator and expanding it to a full-school generator. Toledo Jr/Sr High needs a generator, as does Arcadia School and the Burgess complex.

Earthquake/Tsunami Hazard: Right along the Oregon coast lies the Cascadia Subduction Zone, capable of producing magnitude 8+ earthquakes with several minutes of intense shaking & destructive tsunami waves for 10+ hours. Bridge failures, landslides & tsunami inundation will cut off normal transportation routes and cause families to be separated. LCSD will need to survive for days and possibly weeks without normal infrastructure and services. Current building codes are for life-safety only and do not provide for re-occupancy after a Cascadia Subduction Zone Earthquake. Scientists anticipate that roads and bridges will sustain significant damage from a local earthquake and tsunami. It is also expected that all basic infrastructure services will be destroyed or severely damaged. In preparation for such an event, the School District must be ready to conduct its own search and rescue operations, provide medical support, manage delayed family reunifications, and meet the basic needs of

students and staff for an extended period—potentially several days or even weeks—before external assistance becomes available.

DOGAMI’s Tsunami Inundation Maps for the Toledo area expose the potential for tsunami inundation onto Sturdevant Road which will cut off both Toledo Schools from immediate emergency response capabilities. This underscores the reality that it will take time to provide rescue and support services to Toledo schools. The Fire Department has informed the School District that as tsunami water recedes, they will work to get to TOES after an earthquake/tsunami scenario, but it will take time. They do not plan to come to Toledo Jr/Sr High due to other competing needs of the community. They have requested that students/staff from TOHS take a trail in the woods above the school over to TOES. Since the 2015 NHMP, a team from the school district and Sheriff’s Office assessed the trail on the mountain behind TOHS and determined that the trail is on a steep ridge and dead ends at a heavily wooded/brushed area that is not passable. There is also a concern for landslides in this area. Because of this the School District is developing capacity at each school to be prepared to meet the needs of the students and staff at each campus since they will be isolated from each other.

Teen CERT: Toledo High School has a robust, semester long Teen CERT class in which students learn about hazards that may impact our area and are taught how to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed. Since the 2009/10 school year, over 100 TOHS students have taken the Teen CERT semester course. Toledo Fire & Rescue and CERTs of Lincoln County assist with this course. Due to the certain isolation of Toledo schools after a Cascadia earthquake due to expected bridge damage, and landslides, these students will be the first responders, and probably only responders. They will be cut off from Toledo Elementary School due to tsunami inundation on Sturdevant Road (which divides the schools). TOES is an elementary school and does not have Teen CERT students. As such, the School District would like to offer CERT training to Toledo Elementary staff during non-school hours, and grant funding is needed for a training stipend and CERT kits to be housed at the disaster cache at the school.

Disaster Supply Caches: In 2014, the School District partnered with the City of Toledo, Toledo Fire, and the Lincoln County Commissioners and established a Disaster Cache of emergency survival supplies for 700 people at Toledo Elementary School (TOES). In 2019, they partnered again to develop a smaller cache of disaster supplies at Toledo Jr/Sr High (TOHS). This cache project is completed but more supplies are needed than was funded. Since the 2020 NHMP, an additional container of supplies was installed at TOES and more supplies were added to TOHS.

Other Preparedness Activities: The school district partners with local emergency service agencies by participating in tabletop and full-scale exercises such as earthquake drills, wildland fire exercises, hazardous materials spills, and more. Several years ago, they collaborated with community partners to conduct a citywide earthquake drill and a portion of Toledo Elementary was activated as an evacuation site. In 2019, they participated in a countywide wildfire tabletop exercise that involved the simulated evacuation of both Toledo schools.

Partner Organizations for Toledo Schools

City of Toledo	American Red Cross
Toledo Police Department	Community Emergency Response Team
Lincoln County Sheriff's Office	National Weather Service
Oregon State Police	First Student Bus Company
Toledo Fire & Rescue	Sodexo Nutrition & Custodial Services
Samaritan Pacific Communities Hospital	Lincoln County Health & Human Services
Pac West Ambulance	School-Based Health Centers
Lincoln County Emergency Management	

Waldport (South Area)

Table LCSD-7 shows schools and support facilities within Waldport. These schools serve approximately 625 children from a large geographic region from Yachats in the south (Hwy 101), to several miles up the Alsea Hwy (Hwy 34) to the East, and North off of Hwy 101 to Seal Rock (Map LCSD-1). This campus is bordered on all sides by dense trees (one side borders Crestline Drive and then trees). The campus is not fenced. This campus is at a higher risk for wildfires as well as wild animals wandering onto campus.

Table LCSD-7 Waldport Schools & Support Facilities

School/Facility Name	Address
Crestview Heights School	2750 Crestline Dr, Waldport, OR
Waldport High School	3000 Crestline Dr, Waldport, OR
Waldport Bus Barn	3000 Crestline Dr, Waldport, OR

Crestview Heights School (CVH) serves students in grades pK-8. Throughout the school day, middle school students migrate back and forth between classes in the Crestview and Waldport High School buildings. CVH also has an early childhood program with a preschool.

Waldport High School (WHS) serves students in grades 9-12. In addition, Lincoln County Health & Human Services operates a School-Based Health Center at the school. The school also has a HELP Center (Homeless Education and Literacy Program) for our families/students experiencing homelessness. This campus is flanked by dense forest on its east and west sides. Trees also line the north side. The proximity to heavily wooded area makes the campus particularly vulnerable to wildfire.

A disaster cache is located by the track and field; an additional container of supplies was added since the 2020 NHMP. These schools also share a diesel generator with limited support to the school. These schools will be isolated during many type of disasters and need redundant backup communication tools/equipment.

Crestview Heights School & Waldport High School (and OCCC and Bus Barn)



Support Facilities

Buses & Bus Barn: School buses and the bus barn for both Waldport schools are housed on the CVH/WHS campus. Along with the buses and small bus barn building, there is also a 1,000 gallon, above ground, tank of diesel on site for the school buses. If these assets survive a Cascadia earthquake (no liquefaction, landslides, fire/explosion, etc.), they will be a great resource of shelter, fuel, security, and communications.

Oregon Coast Community College has a small one-building school on the SE corner of this school campus. OCCC partners with us to host our Teen CERT training exercises each semester. In addition, the Red Cross currently has a trailer with limited shelter supplies stored in the OCCC parking lot.

Natural Hazard Preparedness and Mitigation Activities

FEMA Post-Disaster Mitigation Grant: In 2023, the School District received a Post Fire Mitigation Grant of approximately \$1,400,000 for ignition resistant construction on six of our school sites to help prevent loss of life and property from wildfires. Schools in the grant include Arcadia School (Toledo), Newport Middle School, Newport High School East, Newport High School West, **Crestview Heights School (Waldport), and Waldport High School.**

Generator: Waldport High School is equipped with a generator. There is a 4,000 gallon, below ground, tank of diesel which operates the heating system of the school as well as a limited generator support for the other areas of the school. A full-school generator is needed for both schools.

Freezer: The city, Red Cross, and school district have all identified a need for a large freezer at Crestview Heights School. The current freezer capacity is very limited and doesn't allow the school district to store and rotate much food. A larger freezer would allow for larger amounts of food storage which would meet a need for food in a disaster. The School District would like to get a freezer the same size as Taft High School's freezer, which stores a month's worth of groceries: 12 x 16, 8' 9" inside height.

Earthquake/Tsunami Preparedness History: During the last several years, significant attention has been directed to Waldport Schools about earthquake and tsunami preparedness. Previously, all Waldport schools were in the tsunami inundation zone. Although the schools did tsunami drills, there was not a viable tsunami escape route for these students and staff members. As such, the schools were vacated and rebuilt outside of the tsunami zone.

- A new school (Crestview Heights, CHS) was built out of the tsunami zone to house all elementary school students.
- Waldport Middle School was closed, and students were moved out of the tsunami zone and integrated into the Crestview Heights School, making that school a kindergarten through grade 8 school.
- The School District partnered with the City of Waldport, Central Coast Fire & Rescue and the County Commissioners to establish a disaster cache of basic survival supplies on the Crestview Heights School campus. Angel Job Corps Students helped to build the structure housing the cache of supplies. This school also became the designated shelter & command center for the entire city of Waldport in case of a disaster.
- The School District collaborated with community partners and conducted a citywide tsunami drill. A portion of Crestview Heights School was activated as a Red Cross Shelter, Waldport High School Students evacuated to CHS, and the City & Fire Department (Central Coast Fire & Rescue District) set up a command post at CHS. A Coast Guard Helicopter practiced landing on the field.
- The School District passed a bond measure which included building a new high school in Waldport, out of the tsunami zone. The new high school opened for high school students in August 2013. The old high school was then closed.
- The School District received Pre-Disaster Mitigation Grant from FEMA to demolish the old Waldport High School (WHS) that was in the tsunami zone and convert the land into open space. Funds from the grant were also used to demolish most of the old Waldport Middle School, except for the gymnasium (additional funds from the grant were used to demolish the old Taft Elementary School, in the tsunami zone in Lincoln City).
- Since the 2015 NHMP, the City of Waldport has acquired the old WHS Open Space site.

Earthquake/Tsunami Hazard: All Waldport schools are now located outside the tsunami hazard zone. However, in the event of an earthquake and tsunami, access to these schools is expected to be severely limited due to tsunami inundation along Highway 101 (both north and south), Highway 34 from the east, and predicted bridge damage. It is anticipated that all basic infrastructure services will be destroyed or significantly impaired by the earthquake. In preparation for this scenario, the School District must be equipped to conduct its own search and rescue operations, provide medical support, manage delayed family reunifications, and meet the essential needs of students and staff for an extended period—potentially several days or weeks—before external assistance becomes available. Despite the presence of newer school facilities in Waldport, current building codes are designed for life-safety only and do not meet reoccupancy standards. Therefore, the School District does not anticipate being able to reoccupy school buildings following a Cascadia Subduction Zone earthquake.

Teen CERT: Waldport High School has a robust, semester long Teen CERT class in which students learn about hazards that may impact our area and are taught how to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed. Since the 2009/10 school year, over 230 WHS students have taken the Teen CERT semester course. Central Coast Fire & Rescue, Seal Rock Fire & Rescue, and CERTs of Lincoln County assist with this course. Due to the certain isolation of our Waldport schools after a Cascadia earthquake due to expected bridge damage, and area landslides, and because the fire department is in the tsunami zone without a viable escape route, these students will likely be the first responders, and potentially the only responders for CVH & WHS and the Community College for a time, if a large Cascadia Subduction Zone earthquake occurs when school is in session. Because of this, the School District would like to offer CERT training to Waldport staff during non-school hours. Funding is needed for training stipends and for teacher CERT kits that would be stored outside the school in a shipping container, for easy access after an earthquake.

Disaster Supply Caches: The original masonry structure built for the disaster cache was demolished when the new school was built, so a new building was constructed. Since the 2015 NHMP the School District partnered with the City of Waldport and Central Coast Fire to add more supplies to the cache. The School District did not have a formal MOU in place and there have been some misunderstandings about where the supplies are to be kept and how to distribute them. A formal MOU is needed as well as additional disaster supplies. Since the 2020 NHMP, the storage building proved to be accessible to rodents, so two steel shipping containers were purchased to store the disaster supplies in. The Fire Department also is housing one of their shipping containers of fire disaster supplies on campus.

Partner Organizations for Waldport Schools

- | | |
|--|--|
| City of Waldport | Oregon Coast Community College |
| Lincoln County Sheriff’s Office | American Red Cross |
| Oregon State Police | Community Emergency Response Team |
| Central Coast Fire & Rescue | National Weather Service |
| Seal Rock Fire & Rescue | First Student Bus Company |
| Yachats Fire & Rescue | Sodexo Nutrition & Custodial Services |
| Samaritan Pacific Communities Hospital | Linn Benton Lincoln ESD Early Intervention |
| Pac West Ambulance | Lincoln County Health & Human Services |
| Lincoln County Emergency Management | School-Based Health Centers |

Attachment A:

Action Item Status and Forms

Table LCSD-8 is an accounting of the status (complete or not complete) and major changes to actions since the previous NHMP. All actions were renumbered in this update to be consistent with other jurisdictions that are participating in the multi-jurisdictional NHMP. Actions identified as still relevant are included in the updated action plan (Table LCSD-1).

Previous NHMP Actions that are Complete:

LCSD #3: *“Relocate the School District’s maintenance building out of the Tsunami Inundation Zone.”* A new maintenance building was constructed at the 6110 NE Devils Lake Blvd property and the old maintenance building was decommissioned and sold to the City of Lincoln City.

Previous NHMP Actions that are Not Complete and No Longer Relevant:

None

Table LCSD-8 Status of All Hazard Mitigation Actions in the Previous Plan

2020 Action Item	2025 Action Item	Status	Still Relevant? (Yes/No)
LCSD #1	#1	Not Complete	Yes
LCSD #2	#2	Not Complete	Yes
LCSD #3	-	Complete	-
LCSD #4	#3	Not Complete	Yes
LCSD #5	#4	Not Complete	Yes
LCSD #6	#5	Not Complete	Yes
LCSD #7	#6	Not Complete	Yes
LCSD #8	#7	Not Complete	Yes
LCSD #9	#8	Not Complete	Yes
-	#9	New	-
-	#10	New	-

Each action item has a corresponding action item worksheet describing the activity, identifying the rationale for the project, identifying potential ideas for implementation, and assigning coordinating and partner organizations. The action item worksheets can assist the community in pre-packaging potential projects for grant funding. The worksheet components are described below.

ALIGNMENT WITH EXISTING PLANS/POLICIES

The School District NHMP includes a range of action items that, when implemented, will reduce loss from hazard events in the School District. Existing programs and other resources that might be used to implement these action items are identified. To the extent possible, the School District will work to incorporate the recommended mitigation action items into existing plans, programs, and procedures. Each action item identifies related existing plans and policies.

STATUS/RATIONALE FOR PROPOSED ACTION ITEM

Action items should be fact-based and tied directly to issues or needs identified throughout the planning process. Action items can be developed at any time during the planning process and can come from several sources, including participants in the planning process, noted deficiencies in local capability, or issues identified through the risk assessment. The rationale for proposed action items is based on the information documented in this addendum and within Volume I, Section 2. The worksheet provides information on the activities that have occurred since the previous plan for each action item.

IDEAS FOR IMPLEMENTATION

The ideas for implementation offer a transition from theory to practice and serve as a starting point for this plan. This component of the action item is dynamic, since some ideas may prove to not be feasible, and new ideas may be added during the plan maintenance process. Ideas for implementation include such things as collaboration with relevant organizations, grant programs, tax incentives, human resources, education and outreach, research, and physical manipulation of buildings and infrastructure.

COORDINATING (LEAD) ORGANIZATION:

The coordinating organization is the public agency with the regulatory responsibility to address natural hazards, or that is willing and able to organize resources, find appropriate funding, or oversee activity implementation, monitoring and evaluation.

INTERNAL AND EXTERNAL PARTNERS:

The internal and external partner organizations listed in the Action Item Worksheets are potential partners recommended by the project steering committee but not necessarily contacted during the development of the plan. The coordinating organization should contact the identified partner organizations to see if they are capable of and interested in participating. This initial contact is also to gain a commitment of time and/or resources toward completion of the action items.

Internal partner organizations are departments within the School District or other participating jurisdiction that may be able to assist in the implementation of action items by providing relevant resources to the coordinating organization.

External partner organizations can assist the coordinating organization in implementing the action items in various functions and may include local, regional, state, or federal agencies, as well as local and regional public and private sector organizations.

PLAN GOALS ADDRESSED:

The plan goals addressed by each action item are identified as a means for monitoring and evaluating how well the mitigation plan is achieving its goals, following implementation.

TIMELINE:

All broad scale action items have been determined to be ongoing, as opposed to short (1 to 4 years), medium (5-10 years), or long (10 or more years). This is because the action items are broad ideas, and although actions may be implemented to address the broad ideas, the efforts should be ongoing.

POTENTIAL FUNDING SOURCE

Where possible potential funding sources have been identified. Example funding sources may include: Federal Hazard Mitigation Assistance programs, state funding sources such as the Oregon Seismic Rehabilitation Grant Program, or local funding sources such as capital improvement or general funds. An action item may include several potential funding sources.

ESTIMATED COST

A rough estimate of the cost for implementing each action item is included. Costs are shown in general categories showing low, medium, or high cost. The estimated cost for each category is outlined below:

Low - Less than \$50,000

Medium - \$50,000 – \$499,999

High - Between \$500,000-\$5 million

Very High – More than \$5 million

STATUS

The 2025 status of each action item is indicated: new actions were developed in 2025, ongoing actions are those carried over from the previous plan, and deferred actions are those that are carried over from the previous plan but had limited or no activity.

Mitigation Action #1: Seismic Resilience

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Seismically assess and retrofit vulnerable facilities and infrastructure to increase their resiliency to seismic hazards. Consider both structural and non-structural retrofit options.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> Yes
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

Alignment with Existing Plans/Policies:

Capital Improvement Plan, Long Range Facility Planning Report

Rationale for Proposal (Why is this important?):

"For governments, less damage to government structures will mean continued services and normal processes or at least minimal interruptions. If government structures come through an earthquake with little or no damage, agencies will not have to relocate services, and public officials can respond to the immediate and long-term demands placed on them by the event. In short, seismic rehabilitation as a pre-event mitigation strategy actually will improve post-event response by lessening life loss, injury, damage, and disruption." Source: FEMA. Chapter 1: Why Seismic Rehabilitation?

DOGAMI conducted a seismic needs assessment for public school buildings. Buildings were ranked for the "probability of collapse" due to the maximum possible earthquake for any given area. Table LCS-3 lists the vulnerable school district buildings, it also indicates which facilities have been seismically strengthened.

Priority projects include the following:

- Seismic retrofit of the classroom wing of Yaquina View Elementary School (Newport); The other half of the school was completed in 2023. Also consider options for upgrades necessary to provide service as a Temporary Tsunami Assembly Area.
- Seismic retrofit of Toledo Elementary School (Toledo). An application was submitted in 2024 for the gym. Address floor settlement and cracking.
- Perform an enhanced seismic assessment and perform a seismic retrofit, if deemed necessary, of Toledo Jr/Sr High School. The gym was complete (ca. 2014).
- Perform an enhanced seismic assessment and perform a seismic retrofit, if deemed necessary, of Taft 7-12 (Lincoln City). Also consider upgrades necessary to provide service as a Temporary Tsunami Assembly Area.
- Seismic assessment and potential retrofit, if deemed necessary, of Newport Middle School; also consider upgrades necessary to provide service as a Temporary Tsunami Assembly Area. Address structural and foundation issues at Newport Middle School.
- Seismic retrofit of Newport High School (Newport); East Campus Gym complete (SRGP 2015-2017)
- Seismic assessment and potential retrofit, if deemed necessary, of Newport Early Childhood Center.
- Seismic assessment and potential retrofit, if deemed necessary, of the TLC/District Offices (Newport), including the EOC locations.

Mitigation Action #1: Seismic Resilience

(Continued)

- Seismic assessment and potential retrofit, if deemed necessary, of Arcadia School (Toledo), retrofit as applicable.
- Seismic assessment and potential retrofit, if deemed necessary, of Crestview Heights School (Waldport). Also consider upgrades necessary to provide service as a Temporary Tsunami Assembly Area.

Ideas for Implementation

(How will it get done?):

Seismically assess school district buildings and infrastructure, determine which structures may be particularly vulnerable to earthquake damage.

Seek funding to retrofit and/or re-build structures.

Rehabilitate identified vulnerable schools, infrastructure, and other vulnerable buildings.

Action Status Report

2025 Update:

- Completed seismic strengthening of Taft Elementary School & Oceanlake Elementary School.
- Completed seismic strengthening of ½ of Yaquina Elementary School.
- Maintenance Building was relocated out of the tsunami hazard zone and built at the Holly Farm Bus Barn, north Lincoln City. No longer vulnerable to tsunamis.
- Replaced Grandstands at Newport High School.
- Received a TAP Grant (Spring 2025) to do an expanded seismic assessment at Toledo Jr/Sr High School.

2020 Update:

- Seismic strengthening of Taft Elementary School is underway and expected to be complete in 2020.
- Seismic strengthening of Oceanlake School is underway (grant received, currently in planning phase) and expected to be complete in 2021.
- Seismic strengthening of Sam Case Elementary is complete (2017).
- Seismic strengthening of Newport High east gym complete (2017).
- 2015 Update:
- Taft Elementary relocated (new location is in former Taft High/Middle School, which has a building with moderate collapse potential).
- Taft, Oceanlake, and Toledo schools supply caches installed.
- Seismic strengthening of the Toledo Jr/ Sr High School Gym is complete (2015).

Mitigation Action #1: Seismic Resilience

(Continued)

**Champion/
Responsible Organization:**

Facilities and Maintenance

Internal Partners:

Safety Coordinator

External Partners:

Lincoln County, Lincoln City, Newport, Toledo,
Waldport, Oregon Emergency Management, DOGAMI,
IFA, SHPO

Potential Funding Sources:

Seismic Rehabilitation Grants (IFA), Local
Funding Resources (general fund),
grants

Estimated cost:

High

Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

Form Submitted by:

Lincoln County School District, revised 2020
(action previously in applicable city addenda)

Action Item Status:

Ongoing

Mitigation Action #2: North Lincoln City School

(What do we want to do?)	Alignment with Plan Goals:								High Priority Action Item?
Construct a new school in Lincoln City out of the Tsunami Inundation Zone.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4					
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> Yes				
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11						

Alignment with Existing Plans/Policies:

Capital Improvement Plan

Rationale for Proposal (Why is this important?):

The School District needs another school to meet the demands of current and projected occupancy. Further, a new school could replace the current Taft Elementary School facility since it is susceptible to earthquake damage since there have been at least six additions to the building. The Land has already been purchased (in north Lincoln City), but a bond is needed to fund the school.

Ideas for Implementation (How will it get done?):

Secure a bond for the construction of a new school in north Lincoln City (6110 NE Devils Lake Blvd).

Capitalize on grants and other funding opportunities to develop portions of the land to ready it for future construction.

Action Status Report

2025 Update:

- Although the school passed a bond in May 2025, the current enrollment figures didn't justify asking for this yet.

2020 Update:

- Land has been purchased in North Lincoln City to accommodate a new school.

Champion/

Responsible Organization:

Facilities and Maintenance

Internal Partners:

Safety Coordinator

External Partners:

Potential Funding Sources:

Local Funding Resources, bond

Estimated cost:

High

Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

Form Submitted by:

Lincoln County School District, 2020

Action Item Status:

Ongoing

Mitigation Action #3: Response and Supply Planning

(What do we want to do?)	Alignment with Plan Goals:					High Priority Action Item?
Develop disaster response plans, procure and stock emergency supplies on all school buses, and provide caches (food and emergency supplies) throughout the School District.	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		
	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> Yes	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11			

Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan, Disaster Cache Plan

Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

Lincoln County School District has a robust emergency operations plan but very minimal disaster response plans. In addition, while there are disaster caches at or near most schools that serve students and employees, two schools (TAES, NHS) and four support facilities (ARC, TLC, F/M, Holly Fm) do not have disaster caches yet, and the existing caches need additional supplies. Supplies are needed for our buses where there are long rural bus rides.

Lincoln County School District schools can serve as Red Cross emergency, as needed and when available. Having robust disaster caches at or near each school will support Red Cross Shelter Operations.

Additional Food storage and supplies, school gardens, and a Disaster Food Plan is needed for serving school and shelter populations during disasters, as well as how to protect our food supplies.

Ideas for Implementation (How will it get done?):

- Update/Make Disaster Cache MOUs.
- Seek funding for additional storage/shipping containers (20') to continually expand our capacity to meet basic needs during a disaster.
- Seek funding to maintain and keep each unit stocked, rotating expired items as needed.
- Seek funding to add supplies to all caches: Shelter/Warmth: Cots, Sleeping Bags, Socks, Smaller Tents; Water & Food: Water Filtration Systems, Supplies for Water Harvesting/Rain Barrel Components, add'l bulk Food in Buckets and/or MREs, Camp Cook Stoves; Sanitation: Hygiene Kits, Portable toilets; Lighting, Search & Rescue: Teen CERT Kits in each High School Cache; Communications: COW/Cell on Wheels, Sat Phone, GMRS Radios.

Food Plan & Resources:

- EQUIPMENT:
 - Need notification/alarm system for all refrigeration/freezer units, including SBHC medication refrigeration units. For power outages or when units are accidentally left open,

Mitigation Action #3: Response and Supply Planning

(continued)

or other emergencies. Alarms will alert when temperatures reach threshold, units are not working properly, doors are open, power is out, etc.

- Generators: Need more portable generators. Currently only have 1 and it is stored at the Holly Farm. Need full-school generators at each school, or at least permanent generators for refrigerators and freezers at each school to protect food supplies.
- Expand capacity to store more food at schools on a regular basis. Then the food will be available during disasters: Large freezers are needed at YVE, NHS, TOES & TOHS. Dry storage needed at CVH & NMS.
- PLAN: Emergency Food Management & Distribution Plan to include guidelines for food donations from restaurants and other commercially licensed kitchens and grocery stores, etc., receiving, storage, transport, protection, distribution, written agreements, staff expectations, etc.
- SUPPLIES:
 - Food pantry expansion. All shelf stable food. We have small food pantries that are all donation-based. For emergencies and for families in need on weekends and evenings.
 - Need more food for disaster caches. MREs and bucket food supplies.
 - Expand School Gardens (including greenhouses, rainwater collection systems and pumps) to include Waldport and all Lincoln City schools.

Action Status Report

2025 Update:

- Installed new disaster caches at Yaquina View Elementary, and Sam Case Elementary Schools.
- Moved disaster cache from off-site location to NMS campus and installed an additional container and supplies there.
- Moved the Oceanlake disaster cache to the school campus and added an additional container and supplies.
- Added an additional container and supplies to the Taft High School Campus.
- Added two shipping containers with supplies at Waldport High School Campus.
- Added the following to all disaster caches, districtwide: Hand Washing Stations, Cooking supplies, Bulk Food in Buckets, Grill Cooking Rings and grates, Gloves & Hats (1/person), add'l mylar blankets, fire-starting kit.
- Developed a Disaster Cache Operating Manual. Housed in each cache.
- Installed a large freezer for food storage in Waldport.

2020 Update:

- A cache was developed at Toledo Jr/Sr in 2019.
- A cache was developed at Oceanlake in 2015.

Mitigation Action #3: Response and Supply Planning

(continued)

- Additional cache supplies for Waldport Schools were obtained in 2017 & 2020, including one dedicated shipping container (20') for Disaster Cache in Waldport in 2020 (need one more).

**Champion/
Responsible Organization:** Safety Coordinator

Internal Partners:

Facilities and Maintenance

External Partners:

Lincoln County EM, ODOT, OEM, DOGAMI, Lincoln City, Newport, Toledo, Waldport, Law Enforcement agencies, Fire Districts, Sodexo Nutrition Services, USDA, Sanitation Districts, Water Districts, First Student, Red Cross, FEMA

Potential Funding Sources:

Local Funding Resources, grants

Estimated cost:

Low to High

Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

Form Submitted by:

Lincoln County School District, revised 2020
(action previously in applicable city addenda)

Action Item Status:

Ongoing

Mitigation Action #4: CERT

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Maintain and promote the Teen CERT program activity in the School District.	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Yes
	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
Create Adult CERT Teams at schools without Teen CERT programs.	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

Alignment with Existing Plans/Policies:

All Hazards Emergency Plan

Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

After a large Cascadia Subduction Zone earthquake and tsunami, or other natural disaster, professional responders will not be readily available or able to respond to help perform rescue operations at our schools. Resources for the immediate response and ongoing care of students and staff will be severely disrupted due to damage from the earthquake/tsunami and critical infrastructure limitations. Schools will need to be equipped to take care of the immediate and ongoing needs of their students and staff.

Training staff and students to be CERT (Community Emergency Response Team) members, so that they will learn about the hazards that may impact their area and so they will be able to be rescuers in a large disaster when professional rescuers are not readily available or are overwhelmed is a key strategy for reducing the effects of hazards on our community.

The school district offers a Teen CERT semester course at its high schools, so high schools will have trained responders at their schools. They have not trained staff in CERT yet, except those who teach the courses.

Ideas for Implementation (How will it get done?):

Continue supporting Teen CERT programs.

Create Adult CERT teams at each school. Prioritize schools without Teen CERT programs (OLE/TAES (Lincoln City), SCE/YVE/NMS/TLC (Newport), TOES & F/M (Toledo). Provide information about the CERT program to employees; Obtain funding to purchase CERT supplies and to provide training stipends for school staff to attend training.

Action Status Report

2025 Update:

- Teen CERT languished during the pandemic due to social distancing. However, all four high schools have vital Teen CERT semester courses again. Funds were recently procured to purchase a set of 30 new S&R kits for the Waldport High School and Taft High School programs.

Mitigation Action #4: CERT

(continued)

2020 Update:

- Since the 2015 plan, Teen CERT semester courses were added to Newport High and Toledo Jr/Sr High School.

**Champion/
Responsible Organization:** Safety Coordinator

Internal Partners:

High School Administrators & Counselors, Director of Secondary Education, HR Director

External Partners:

Lincoln County EM, Fire Districts, Lincoln City, Newport, Toledo, Waldport, Fire Partners, Local CERT Teams, OEM, FEMA, DOGAMI

Potential Funding Sources:

Local funding resources, grants

Estimated cost:

Low

Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

Form Submitted by: Lincoln County School District, 2020

Action Item Status: Ongoing

Mitigation Action #5: Mitigation Resources and Equipment

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Improve, maintain, and obtain resources and equipment essential for mitigating the impacts of disasters.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Yes
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan, School Bus Emergency Plan, Disaster Cache Operations Plan

Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

Communications: Effective communication within and between schools and emergency personnel are essential in everyday emergencies and during natural disasters. Cells on Wheels (COWs) and Sat Runners, as well as Satellite phones are needed to fill the communication gap between the communities in our expansive district. These are also needed to facilitate communication between parents/guardians and their children when roads are not passible and children are sheltering at school. A plan should be developed for storage, training, and deployment of these emergency communications tools. We need the capacity to get internet sources up quickly to restore emergency communications. Uninterrupted Power Supplies (UPS) are needed at each school to sustain school communication and security systems during power, communication, and utility disruptions. Need a plan for all schools and district facilities to have Main and Intermediate Distribution Frames (MDF & IDF) and dedicated MDF rooms with ventilation at each school to protect against moisture & humidity, leaky roofs, water damage from storms, floods, trees falling on roof or roof blows off, etc. This will also keep our security systems (access control, fire alarm systems, lockdown buttons, security cameras, etc., functional. These systems also need to be upgraded to meet current security standards and address challenges.

Freezers: The Burgess Complex has a freezer that can be used for food storage or morgue if it is attached to the neighboring fire department generator. Work was initiated but not completed. Large freezers are needed at YVE, NHS, TOES & TOHS and Dry storage is needed at CVH & NMS to store more food for regular use/rotation, and so that it is available for disaster purposes.

Debris Removal: The district needs to expand its capacity to remove debris (pulling trees out of the way, removing mud, clearing debris and roofing, etc.) at our schools and facilities after a storm. Upgrading its vehicle fleet to 4WD and procuring a 5-yard dump truck would improve our capacity to bring schools back to safe status sooner so we can open our doors to students and continue our vital services. This is also important for sheltering purposes.

Mitigation Action #5: Mitigation Resources and Equipment

(continued)

Ideas for Implementation (How will it get done?):

NEW: Procure funding and purchase Sat Runners/COWS to be housed at schools in each region of Lincoln County: Oceanlake Elem & Taft High School (Lincoln City), Newport Middle School and TLC (Newport), Toledo Elementary & Toledo Jr/Sr, Waldport High School. Expand to all schools and district facilities as funding is available. Encourage community partners to add these resources to their supplies to expand community capacity.

NEW: Procure ongoing funding and purchase Satellite Phones for each school and support facility.

Procure funding to improve internal debris removal capacity.

Procure funding to expand food storage at schools.

NEW: Create an MDS/IDS and UPS master plan for each school and support facility. Procure funding to address communication, power, and security equipment gaps.

Action Status Report

2025 Update:

- Installed a Distributed Antenna System throughout Taft High School to support police, fire, and 911 communication systems.
- Purchased a portable Food Service Generator that can be deployed (if roads are passable) to a school freezer during a power outage to protect food resources).

2020 Update:

- Lincoln City partners (school and law enforcement) met in 2019/2020 to discuss the communications deficiencies at Taft schools and for first responders. The group is working with a contractor to establish three solutions: a low, medium, and high-cost solution.

Champion/

Responsible Organization:

Facilities and Maintenance

Internal Partners:

Safety Coordinator
Technology Director & Manager
Nutrition Services Manager

External Partners:

LCPD, NLFR, TFD, City of Toledo, Oregon Housing Authority, Oregon Department of Human Services/Office of Resilience and Emergency Management

Potential Funding Sources:

Local Funding Resources, HMA (HMGP), OREM, PIER, grants

Estimated cost:

Medium to High

Timeline:

- Ongoing
 Short Term (1-4 years)
 Medium Term (4-10 years)
 Long-Term (10+ years)

Form Submitted by: Lincoln County School District, 2020

Action Item Status: Ongoing

Mitigation Action #6: Disaster Coordination Capacity

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Develop, maintain, and enhance the School District's capacity to provide coordination and services during and after a disaster event.	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Yes
	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan, School Bus Emergency Plan

Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

The school district recently established a designated Emergency Operations Center (EOC) in Newport in the Superintendent's Conference Room, and a secondary EOC in the Safety Coordinator's Office in the same building. However, there is no generator, satellite phone, or redundant communications equipment to support this facility.

For redundancy, a backup EOC is needed in different geographic regions in Lincoln County in case the Newport EOC building is compromised in there are transportation barriers to the Newport site. This could be established at our Facilities & Maintenance Department in Toledo. Further, a satellite/mini EOC could be established at the Holly Farm Bus Barn or Maintenance Building on the North end of Lincoln City. A mobile EOC is also needed for responding locally to significant school emergencies.

LCSD needs a written Emergency Operations Center Plan, and the corresponding equipment, supplies, and training to carry out that plan.

Ideas for Implementation (How will it get done?):

NEW: Procure a generator, Sat phone, and COW for the primary, secondary, and satellite EOC, and for all schools and support facilities.

Develop a written EOC Plan & procure appropriate Supplies/Equipment & Training staff. Develop Backup District EOC at the Burgess Facilities & Maintenance (Toledo). Explore partnership with neighboring Fire Department in Toledo for EOC assets. Obtain mobile emergency response vehicles for deployment to school emergencies.

Action Status Report

2025 Update:

- Participated in a multi-agency Emergency Evacuation Point (EAP) exercise at Newport Airport. Examined the use of the mobile EOC and the COW/Sat Runner. Discussed with Facilities and Technology Directors. They support the need these for emergency communications.

2020 Update:

- Since the 2015 NHMP, the LCSD identified a location for its first EOC, in its new District Offices in Newport.

Mitigation Action #6: Disaster Coordination Capacity

(continued)

**Champion/
Responsible Organization:**

Safety Coordinator & Technology Director

Internal Partners:

Facilities and Maintenance
Technology Dept.

External Partners:

OEM, OREM, FEMA, Lincoln County & City EMs, Fire
Districts, Law Enforcement, Lincoln County Amateur Radio
Operators

Potential Funding Sources:

Local Funding Resources, grants,
bond

Estimated cost:

Low to High

Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

Form Submitted by:

Lincoln County School District, 2020

Action Item Status:

Ongoing

Mitigation Action #7: Wildfire Safety and Resilience

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Enhance the safety and resilience of school campuses and district facilities by developing and implementing comprehensive fire and wildfire mitigation strategies, while expanding emergency preparedness and evacuation capabilities to effectively respond to wildfire and other hazard-related threats.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> Yes
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan

Rationale for Proposal (Why is this important?):

The Disaster Mitigation Act of 2000 requires communities to identify actions and projects that reduce the effects of hazards on the community [201.6(c)(3)(ii)]

Many of the School District schools and facilities are flanked by dense wooded/forest areas, increasing the risk of damage by wildfire. We need to create defensible spaces around all of our schools and campuses to reduce this risk. Further, many School District schools do not have sprinkler systems, making them more vulnerable to damage or loss from fires. Others have aging or nearing obsolete fire alarm panels. Schools also have exterior construction materials that put the school at higher risk from catching fire from embers from nearby wildfires.

Evacuation plans are needed to determine how to quickly relocate large numbers of students and staff if school is in session during a wildfire emergency threatening one or more of our campuses. The number of school buses available are limited and bus drivers typically go home or to other jobs during the school day.

Ideas for Implementation (How will it get done?):

Work with each city planner and manager, and county planning department, to develop plans and approval to remove trees where appropriate to reduce risk. Reduce underbrush wear feasible. Seek grant funding opportunities and partnerships to perform mitigation like ignition-resistant construction.

Identify funding streams for fire alarm systems, panels, and sprinklers in our schools and facilities. Consider other hazards & threats to see where mitigation activities may be leveraged to meet multiple needs.

Develop an evacuation plan for wildfire emergencies when school is in session.

Action Status Report

2025 Update:

- Defensible Space was created at Toledo Jr/Sr High School and Arcadia School.

Mitigation Action #7: Wildfire Safety and Resilience

(continued)

- School District received a FEMA Ignition-Resistant Construction Grant for Arcadia School, Newport Middle School, Newport High School East & West Campuses, Crestview Heights School and Waldport High School. The Arcadia Mitigation was completed in 2024.
- Defensible Space was improved at Oceanlake Elementary School in conjunction with a project to create a school driveway to reduce traffic on the ambulance route to the hospital.
- Underbrush mitigation has been performed at Taft High School by the Forestry Class students.
- School District passed a Bond on the May 2025 ballot. Funding is included to upgrade the majority of our fire alarm systems.
- Participated in county and regional evacuation plan development.

2020 Update

- This is a new Action Item

**Champion/
Responsible Organization:**

Safety Coordinator

Internal Partners:

Facilities & Maintenance

External Partners:

All Cities and County planning departments, Forest companies, Fire departments.

Potential Funding Sources:

Grants, bond, local funding resources

Estimated cost:

Low to High

Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

Form Submitted by:

Lincoln County School District, 2020 (Rich Belloni, Director of Facilities and Sue Graves, Safety Coordinator)

Action Item Status:

Ongoing, revised

Mitigation Action #8: Windstorm Mitigation

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Develop a wind and straight-line windstorm mitigation plan and perform actions to decrease the risk of damage from these high probability events.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> Yes
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

Alignment with Existing Plans/Policies:

All Hazards Emergency Plan, Family Reunification Plan, Sheltering Plan

Rationale for Proposal (Why is this important?):

Lincoln County is susceptible to strong storms, including sustained high winds and even tornados. Several of LCSD’s schools have roofs that are at risk of lifting off during such high windstorms. Some schools have cracks and separation in the floor that with movement in the ground, have weakened the roof systems. Others have old built-up roofs that are in open areas that are quite exposed and highly susceptible to being caught or damaged by sustained high winds. Most classrooms large banks of exterior windows, susceptible to storm damage and making students/staff vulnerable to injury.

Roof: Roof mitigation is needed, as identified in the LCSD Long Range Facilities Plan, at:

- In the North: Oceanlake Elementary, Taft Elementary, and Taft High School.
- In the West: Early Childhood Center, Yaquina View Elementary, Newport Middle, both Newport High campuses, and the Compass Center.
- In the East: Toledo Elementary, Toledo Jr/Sr High, and Arcadia.
- In the South: Crestview Heights and Waldport High.

Trees: Several of these schools are also susceptible to wind damage due to the proximity of large trees next to the buildings. These schools need tree mitigation to reduce the risk of wind damage due to falling trees:

- In the North, Oceanlake Elementary, Taft Elementary, and Taft High School
- In the West: Sam Case Elementary School and the Teaching & Learning Center/District Office
- In the East: Toledo Elementary, Toledo Jr/Sr High, Arcadia, and the Support Services building at Burgess.
- In the South: None.

Ideas for Implementation (How will it get done?):

Work with each city planner and manager, and county planning department, to develop plans and approval to remove trees where appropriate to reduce the risk of trees falling on buildings. Identify funding streams for new roofs and/or roof repairs as well as tree removal.

Mitigation Action #8: Windstorm Mitigation

(continued)

Action Status Report

2025 Update:

- LCSD added a new protocol to their All-Hazards Emergency Plan called: Wind: Severe Wind & Tornados. A staff training video was also created.
- A good portion of the large trees threatening Oceanlake Elementary were removed in conjunction with a new driveway project.
- Many of the large trees along the side of Toledo Jr/Sr High were removed after one of the trees fell on a neighboring property.
- Minor tree mitigation was performed at Arcadia School in preparation for the FEMA Ignition-Resistant Construction grant.
- Underbrush mitigation was performed at Sam Case Elementary School.
- LCSD passed a Bond on the May 2025 ballot. Funding is included to upgrade some roofs.

2020 Update

- This was a new Action Item

**Champion/
Responsible Organization:**

Facilities & Maintenance

Internal Partners:

Safety Coordinator

External Partners:

All cities and County planning departments, forest management agencies.

Potential Funding Sources:

Grants, bond, local funding resources

Estimated cost:

Low to High

Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

Form Submitted by:

Lincoln County School District, 2020 (Rich Belloni, Director of Facilities and Sue Graves, Safety Coordinator)

Action Item Status:

New

Mitigation Action #9: Backup Power (Generators)

(What do we want to do?)	Alignment with Plan Goals:				High Priority Action Item?
Enhance the resilience and operational continuity of Lincoln County School District facilities during power outages by increasing backup power capacity through the acquisition and installation of reliable generators at critical school sites.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> Yes
	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11		

Alignment with Existing Plans/Policies:

All Hazards Emergency Plan

Rationale for Proposal (Why is this important?):

Lincoln County is highly susceptible to severe weather events, including strong storms, sustained high winds, and tornadoes. Power outages during such emergencies can further compromise safety, communication, and emergency response capabilities.

The School District’s Long Range Facilities Plan identifies needs at multiple schools across all regions of the district. Furthermore, the proximity of large trees to several school buildings increases the risk of wind-related damage from falling limbs or uprooted trees.

To address these vulnerabilities, enhancing backup power capacity through the acquisition and installation of reliable generators at critical school sites is essential. This will ensure that schools can maintain essential operations, lighting, communication systems, and life-safety equipment during power disruptions, thereby improving overall resilience and emergency preparedness.

Generators: Further, full school generators & above-ground fuel tanks are needed at each school and district facility to help protect assets of food for disaster response purposes. Generators are also necessary to enhance communications during a wide variety of natural disasters involving power outages. Generators are also needed for school and Red Cross and Emergency Sheltering purposes. Finally, generators are needed to continue school operations when the power is out for extended periods of time. Some existing fuel tanks and generators need to be replaced, as identified in the LCSD Long Range Facility Planning Report, September 2020.

Plan: Until we get full-school generators for all schools, the district needs a consultant to develop a master Generator Plan for all schools, including what is needed, how to construct to serve various assets in each building, how to rotate limited generator power during a Red Cross Shelter activation so that shelter residents are served and assets like freezers and communications are protected and operational. We also need to determine how to transfer diesel fuel from school buses into our generators. A master plan is needed.

Ideas for Implementation (How will it get done?):

Begin by conducting facility audits to identify critical systems—such as lighting, HVAC, communication, and security—that require backup power. Schools should be prioritized based on their vulnerability to severe weather, historical power outage data, and their role in community emergency response.

Mitigation Action #9: Backup Power (Generators)

(continued)

REVISED: Create a generator master plan. Procure funding for full-school generators & above-ground fuel tanks for all schools and district facilities. OLE, TAES, Holly Farm, YVE, SCE, NHS, TLC, TOES, TOHS, ARC, F/M, CVH, WHS. Upgrade or replace existing generators at TOES, CVH, and replace fuel tank at WHS with a bigger tank. Explore the possibility of converting the existing generator at TOES (Toledo) to another fuel source (diesel, etc.). Complete the connection of the fire department generator to the Burgess Complex. (Toledo).

Select appropriate generator types—diesel, natural gas, or solar with battery backup—based on site-specific needs, fuel availability, and environmental considerations. Install automatic transfer switches to ensure seamless power transitions and ensure all installations comply with local codes, fire safety standards, and FEMA guidelines.

Address tree-related hazards by contracting certified arborists to assess and mitigate risks from large trees near school buildings. Establish a routine vegetation management schedule to reduce the likelihood of wind-related damage.

Update the district’s emergency response plans to incorporate generator use protocols and maintenance procedures. Provide training for staff on generator operation, safety measures, and emergency communication systems.

Implement a district-wide maintenance plan for regular generator testing, fuel management, and system inspections. Consider using remote monitoring systems to track generator performance and always ensure readiness.

Action Status Report

2025 Update:

- This is a new Action Item
- Applied for a PIER Grant and was awarded the grant (2025) for full-school generators and above ground 2,500-gallon fuel tanks at Taft High and Newport Middle Schools. This project should be completed in 2026.

**Champion/
Responsible Organization:** Facilities & Maintenance

Internal Partners:

Safety Coordinator

External Partners:

All cities and County planning departments, forest management agencies.

Potential Funding Sources:

FEMA HMA, Grants, bond, local funding resources

Estimated cost:

Medium to High

Timeline:

- Ongoing
 Short Term (1-4 years)
 Medium Term (4-10 years)
 Long-Term (10+ years)

Form Submitted by:

Form developed by OPDR and Lincoln County School District, 2025

Action Item Status:

New

Mitigation Action #10: Safe Rooms

(What do we want to do?)

Alignment with Plan Goals:

High Priority
Action
Item?

Strengthen student and staff safety during severe weather and other hazardous events by developing and implementing a comprehensive Safe Rooms Plan for each school facility, providing access to structurally reinforced, hazard-resistant shelter areas across the district.

1 2 3 4 Yes
 5 6 7 8
 9 10 11

Alignment with Existing Plans/Policies:

All Hazards Emergency Plan

Rationale for Proposal (Why is this important?):

Lincoln County School District is in a region prone to severe weather events, including high winds, coastal storms, and the potential for tornadoes. Many school buildings across the district lack adequate interior, windowless spaces that can serve as protective shelters during such events. This leaves students and staff vulnerable to injury from flying debris, structural damage, and broken glass, especially in classrooms with large exterior windows or aging infrastructure.

The district's Long Range Facilities Plan has identified structural vulnerabilities in several schools, including compromised roofs and proximity to large trees that pose additional risks during windstorms. In the absence of designated safe rooms, emergency response options are limited, and evacuation may not always be feasible or safe during fast-moving weather events.

Developing and implementing a comprehensive Safe Rooms Plan will significantly enhance the district's ability to protect students and staff during hazardous events. Structurally reinforced, hazard-resistant shelter areas will provide a reliable refuge, reduce the risk of injury, and support continuity of operations during and after emergencies.

Ideas for Implementation (How will it get done?):

Consider options for storm shelters or Safe Rooms that could double as some kind of educational environment for daily use and improve our capacity to reduce risk for multiple hazards such as tornados, severe wind, hazardous materials spills in the community, nuclear/radiation emergencies, active threat/lockdown situations, bomb shelter, etc

Begin with a district-wide assessment to identify schools that lack adequate shelter areas. Evaluate existing interior spaces for their potential to be retrofitted into safe rooms. Prioritize schools based on their exposure to risk, student population size, and known structural vulnerabilities.

Design safe rooms in accordance with FEMA P-361 and ICC 500 standards to ensure they are structurally reinforced and hazard-resistant. Where possible, incorporate multi-use functionality by converting existing spaces such as gyms or storage rooms into dual-purpose safe rooms. Plan safe rooms to accommodate accessibility for individuals with disabilities.

Mitigation Action #10: Safe Rooms

(continued)

Action Status Report

2025 Update:

- This is a new Action Item

**Champion/
Responsible Organization:** Facilities & Maintenance

Internal Partners:

Safety Coordinator

External Partners:

All cities and County planning departments, forest management agencies.

Potential Funding Sources:

Grants, bond, local funding resources

Estimated cost:

Low to High

Timeline:

- Ongoing
- Short Term (1-4 years)
- Medium Term (4-10 years)
- Long-Term (10+ years)

Form Submitted by: Form developed by OPDR and Lincoln County School District, 2025

Action Item Status: New

Attachment B: Public Involvement Summary

Members of the Steering Committee provided edits and updates to the NHMP prior to the public review period as reflected in the final document. In addition, a survey was distributed that included responses from residents of the district (Volume II, Appendix F).

To provide the public information regarding the draft NHMP addendum, and provide an opportunity for comment, an announcement was provided from August 7 through 21, 2025 on the County's website and publicized by the district. Comments were reviewed and integrated into the NHMP as applicable. Additional opportunities for stakeholders and the public to be involved in the planning process are addressed in Volume II, Appendix B.

Various agencies and organizations contributed input through multiple channels, including comments on the draft. These groups include local and regional hazard mitigation agencies, development regulators, neighboring communities, businesses, academia, nonprofits, and community-based organizations serving underserved and socially vulnerable populations (see Volume II, Appendix B).

Steering Committee

Steering Committee members possessed familiarity with the district and how it is affected by natural hazard events. The Steering Committee guided the update process through several steps including goal confirmation and prioritization, action item review and development, and information sharing, to update the NHMP and to make the NHMP as comprehensive as possible. The Steering Committee met formally on the following dates: March 14, 2025 Facilities review with Sue Graves, Rich Belloni/Facilities Director, and Tim Kaufman/Facilities Manager; April 3, 2025 Technology review with Sue Graves, Bryan Freschi/Technology Director, and Joshua Bates/Technology Manager; April 4, 2025 Food/Nutrition Services review with Jamie Nicholson/Nutrition Services Manager, Patty Graves/Sodexo Nutrition Manager; and April 8, 2025 plan review and update meeting with IPRE faculty and Sue Graves.

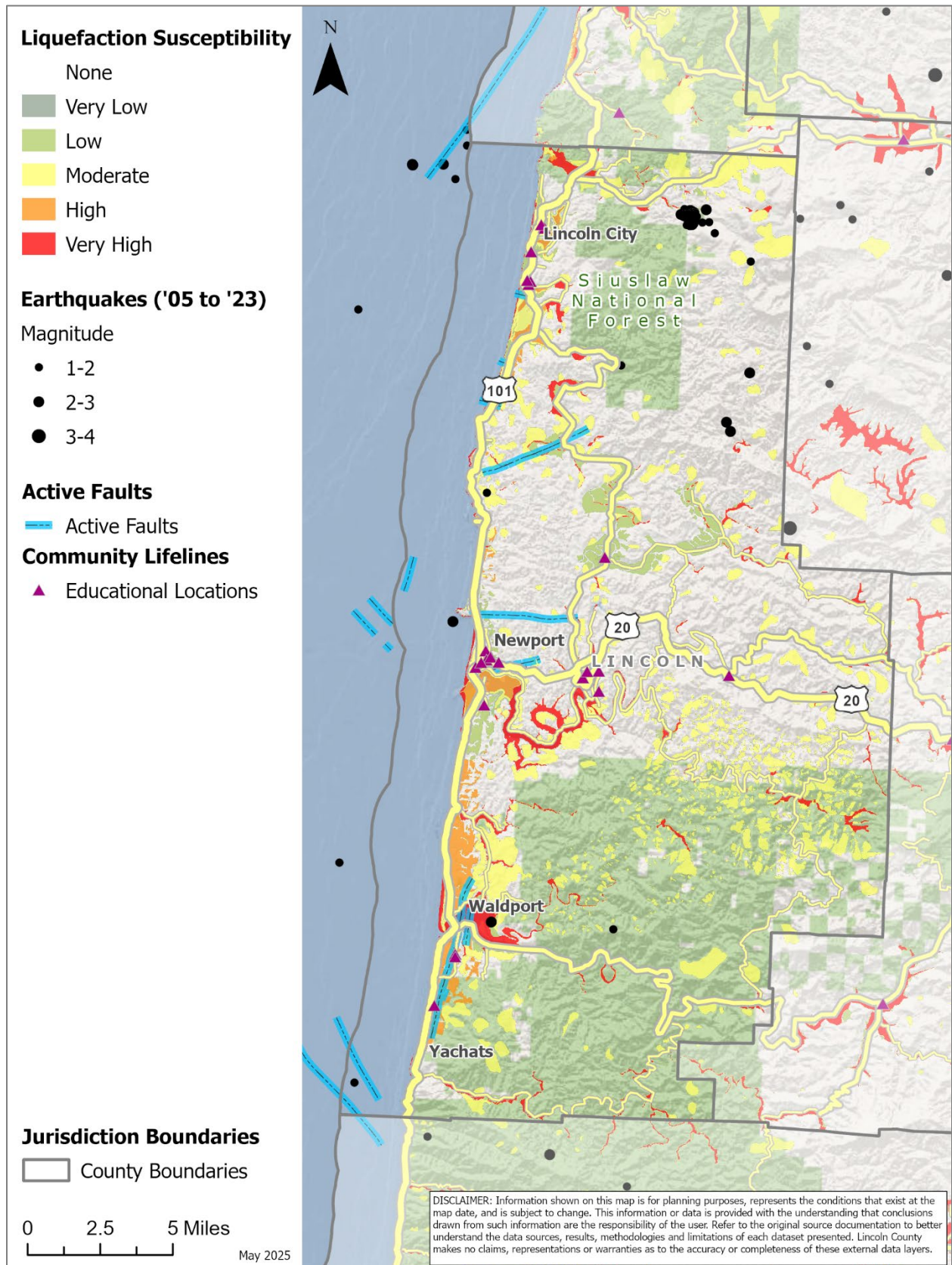
On April 8, participants gathered to review the County's previous NHMP and receive updates on the current planning process. The meeting began with an overview of hazard mitigation planning, the NHMP update process, and the project timeline.

Attendees revisited the recent history of hazard events, reaffirmed the NHMP's mission and goals, and discussed strategies for public outreach. They also reviewed the draft risk assessment update, providing feedback on community vulnerabilities and hazard-specific information. The session concluded with a review and update of the implementation and maintenance program to ensure the NHMP remains responsive and effective over time.

Attachment C: Hazard Maps

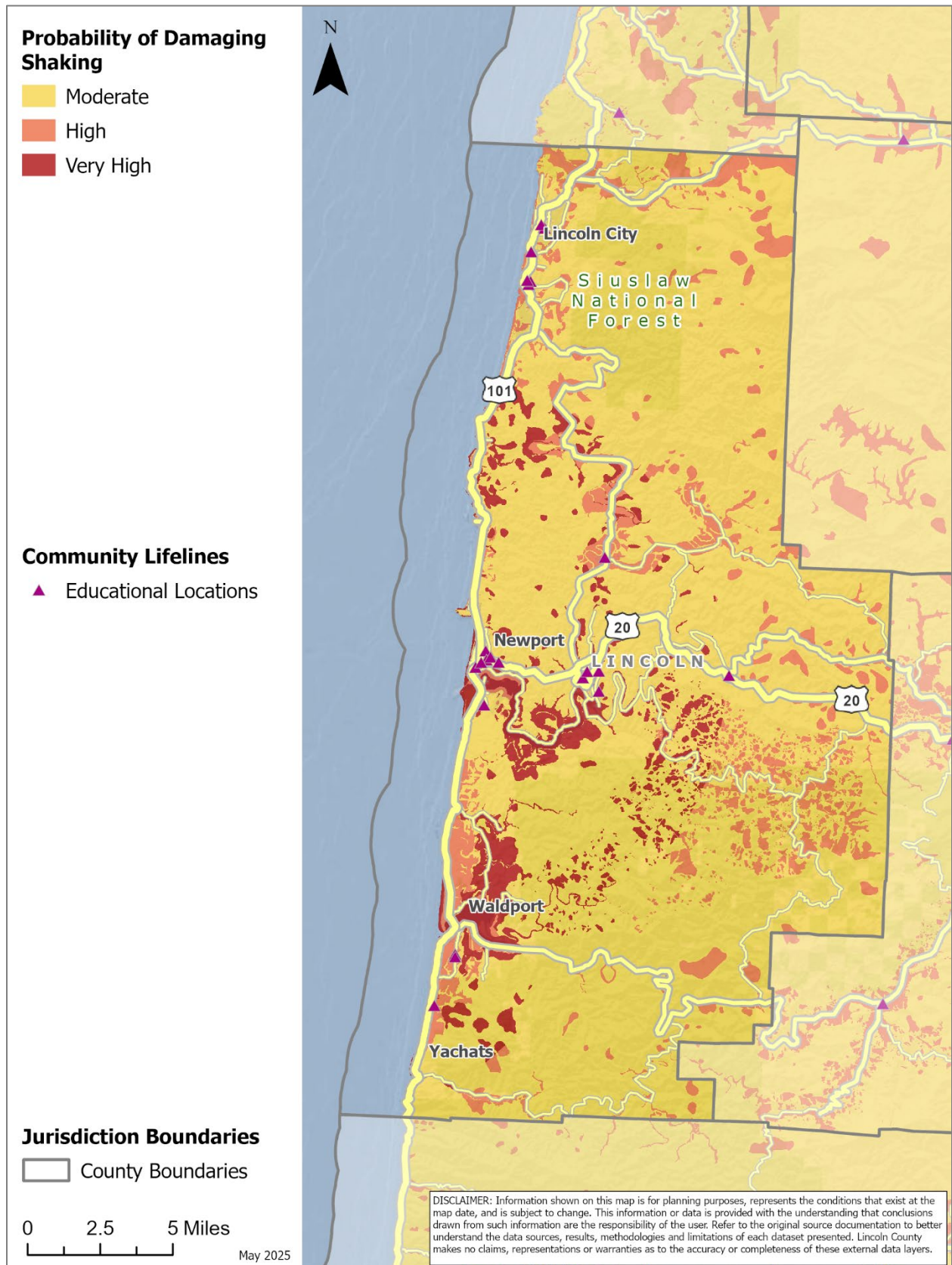
MAP LCSD-2 EARTHQUAKE LIQUEFACTION (SOFT SOIL) HAZARD AND ACTIVE FAULTS	67
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Map LCSD-2 Earthquake Liquefaction (Soft Soil) Hazard and Active Faults



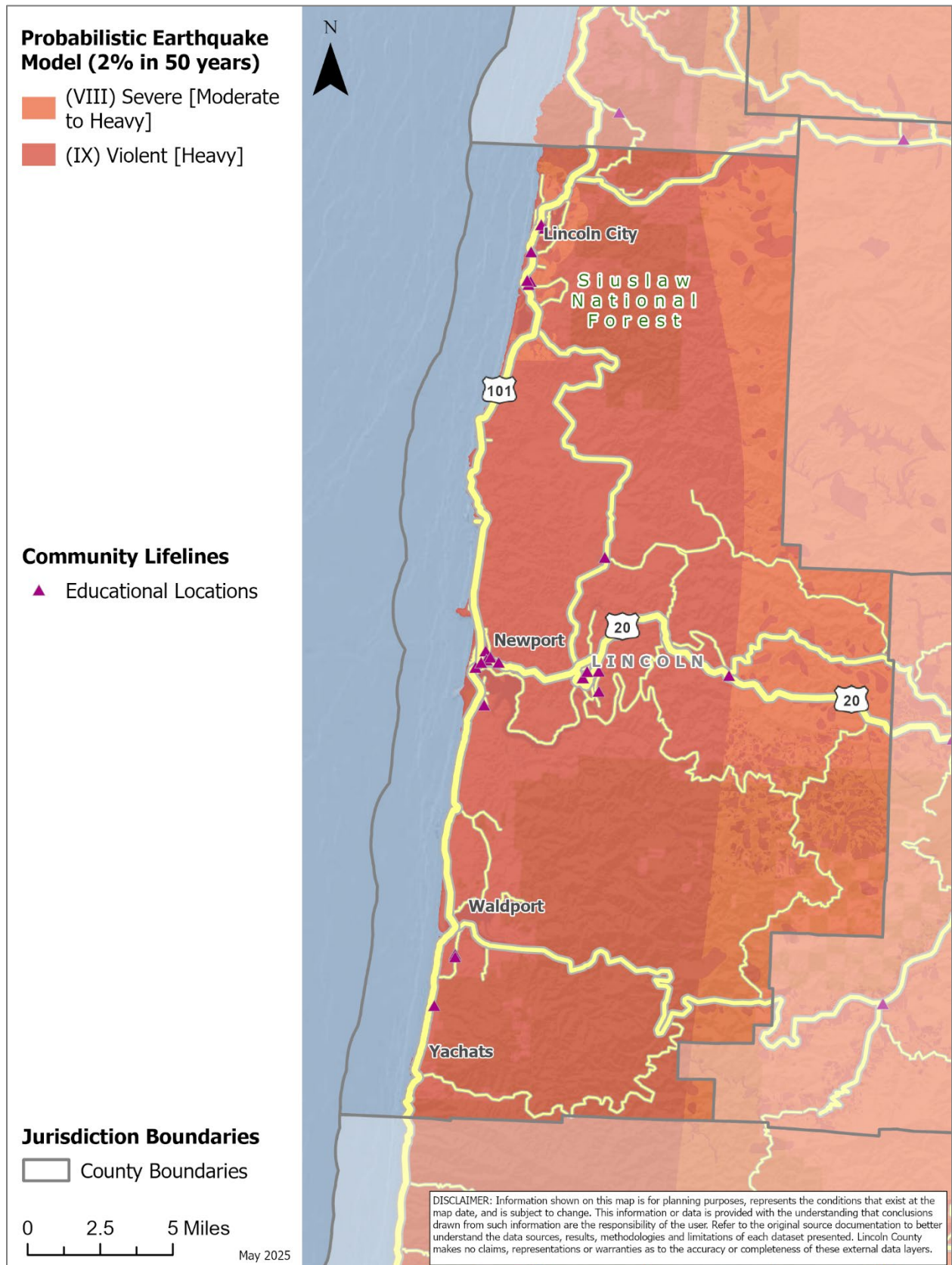
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

Map LCSD-3 Probability of Damaging Shaking



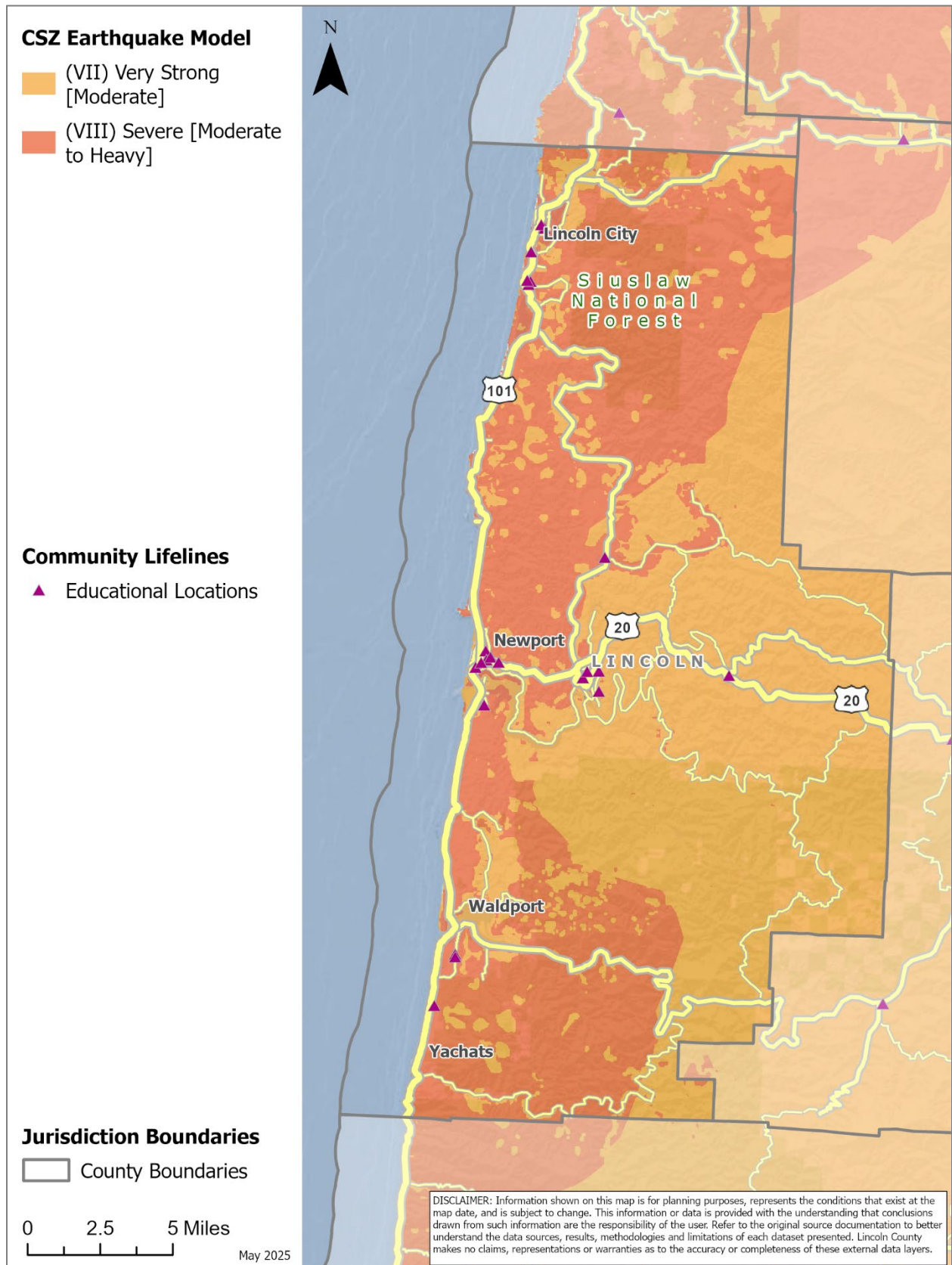
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

Map LCSD-4 Perceived Shaking & Damage Potential, Probabilistic Earthquake Model



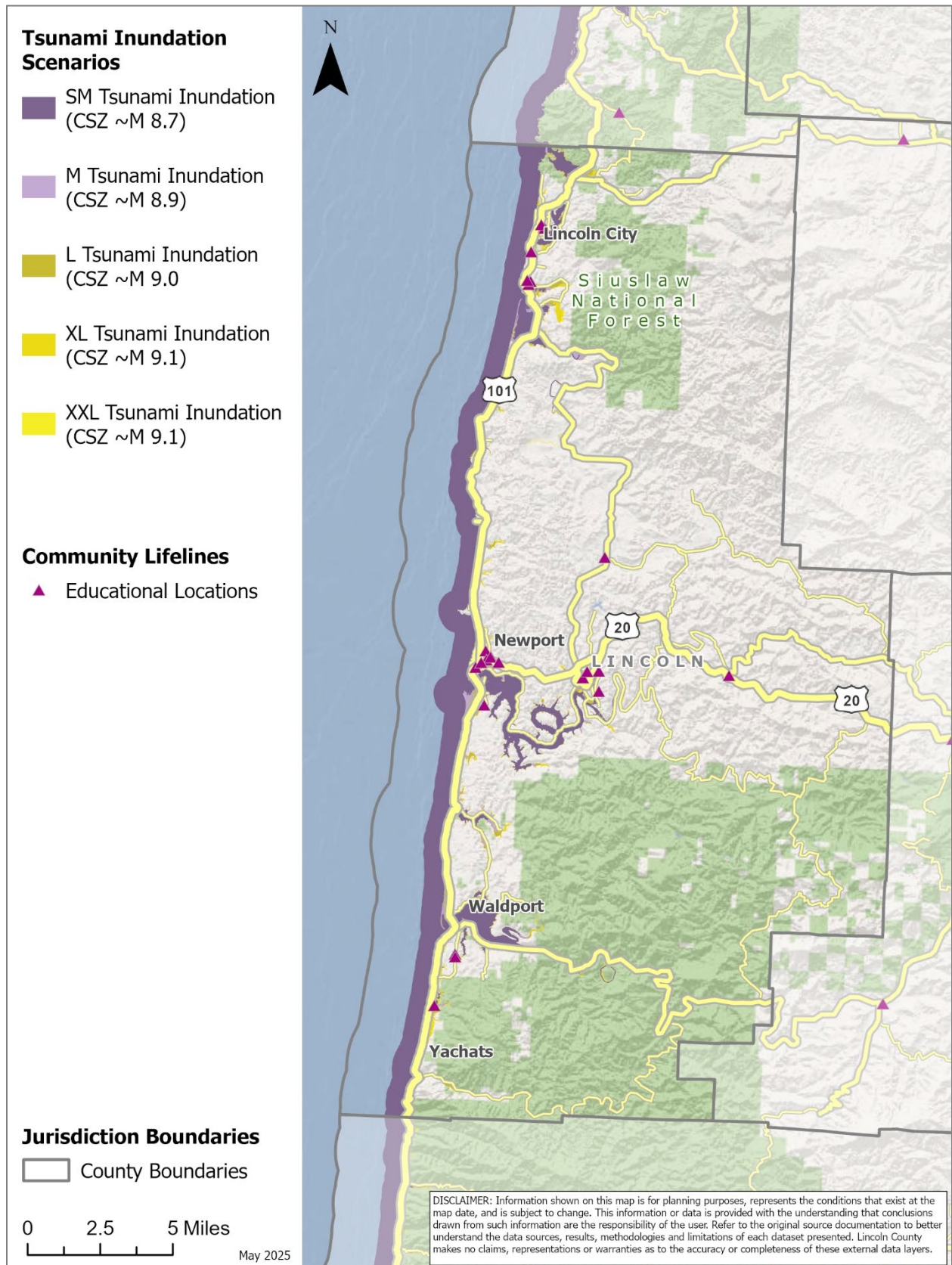
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

Map LCSD-5 Perceived Shaking and Damage Potential, CSZ Earthquake Model



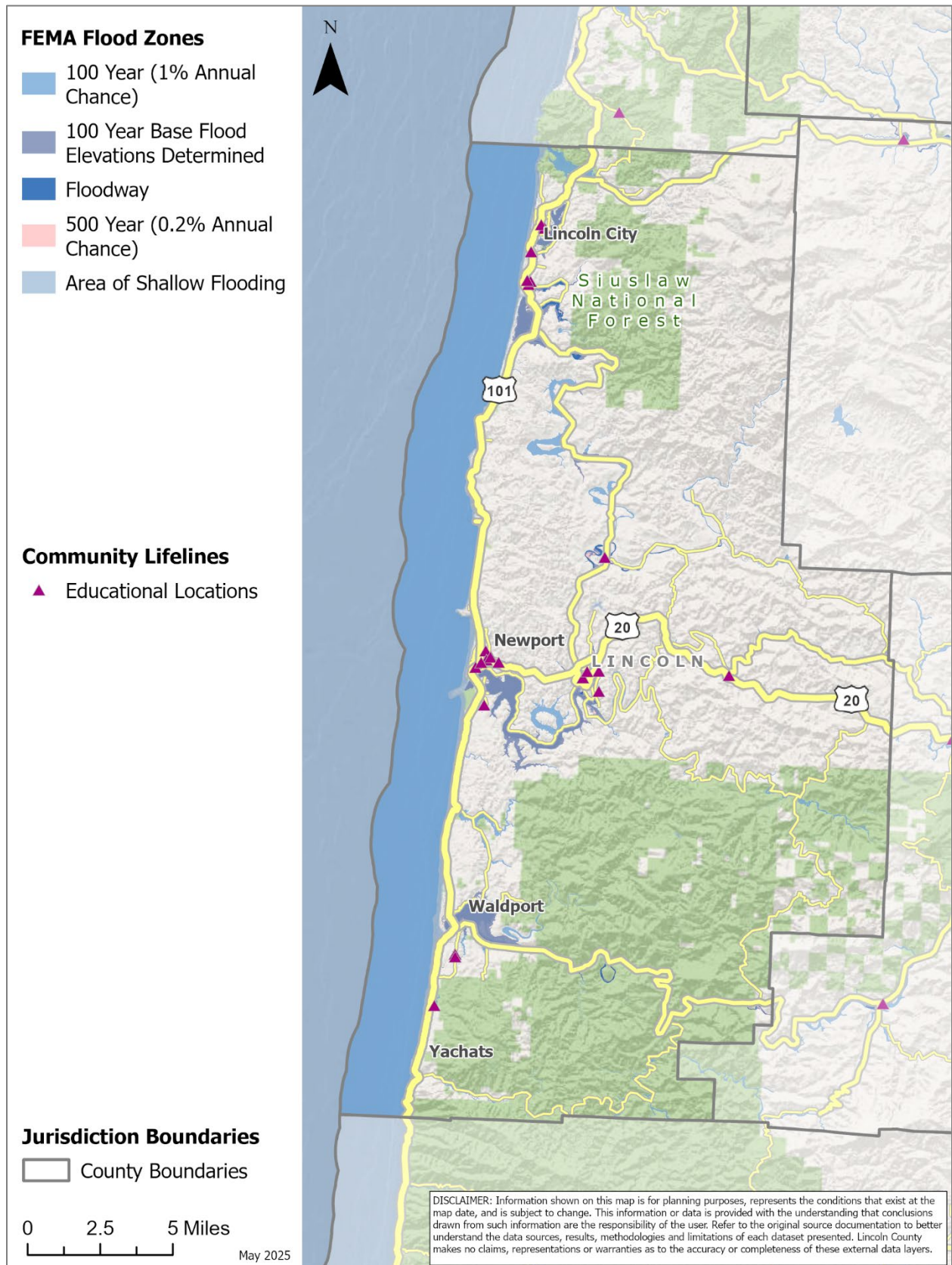
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

Map LCSD-6 Tsunami Inundation Scenarios



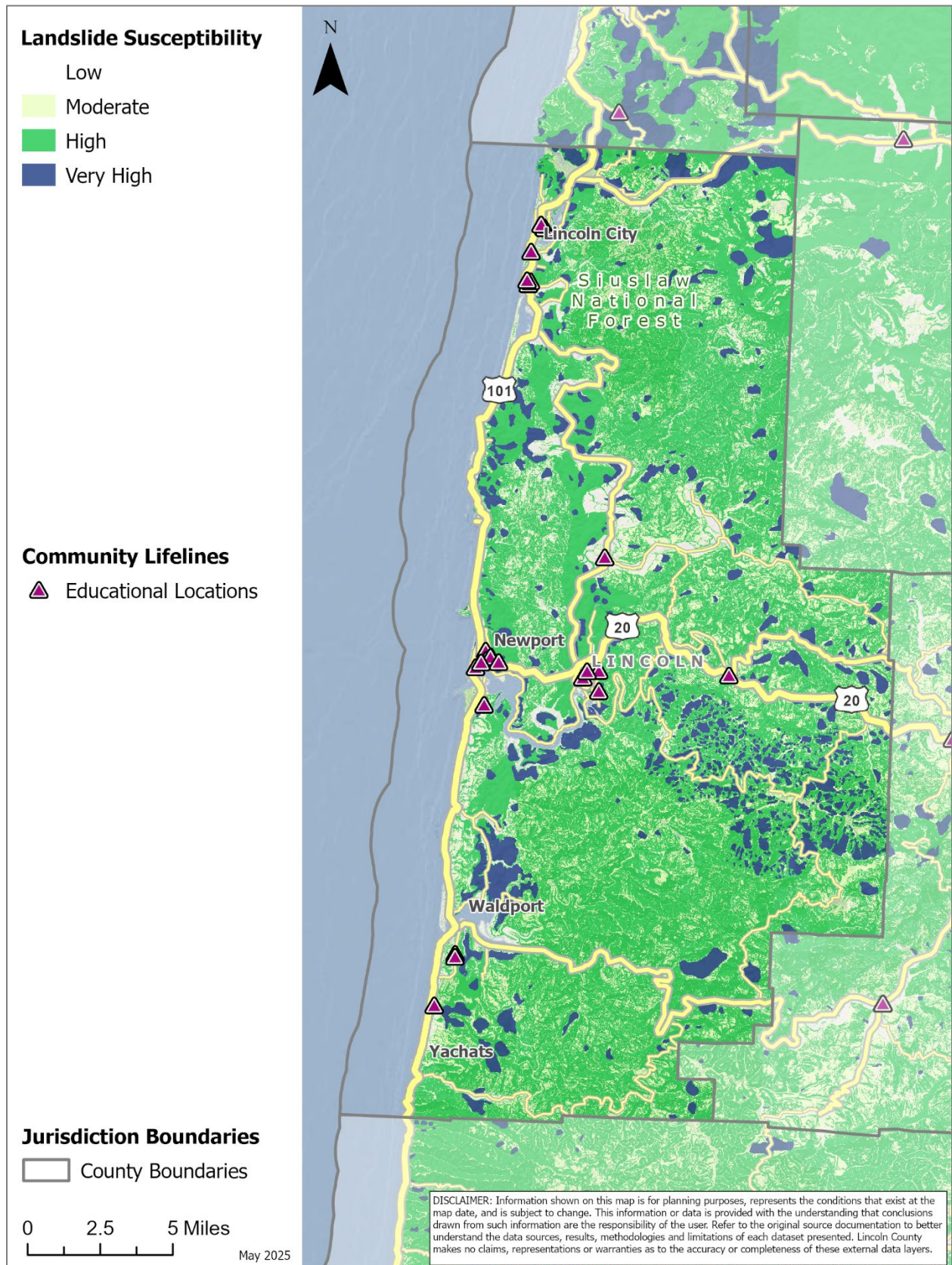
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

Map LCSD-7 Flood Hazard Zones (100- and 500-year floodplains)



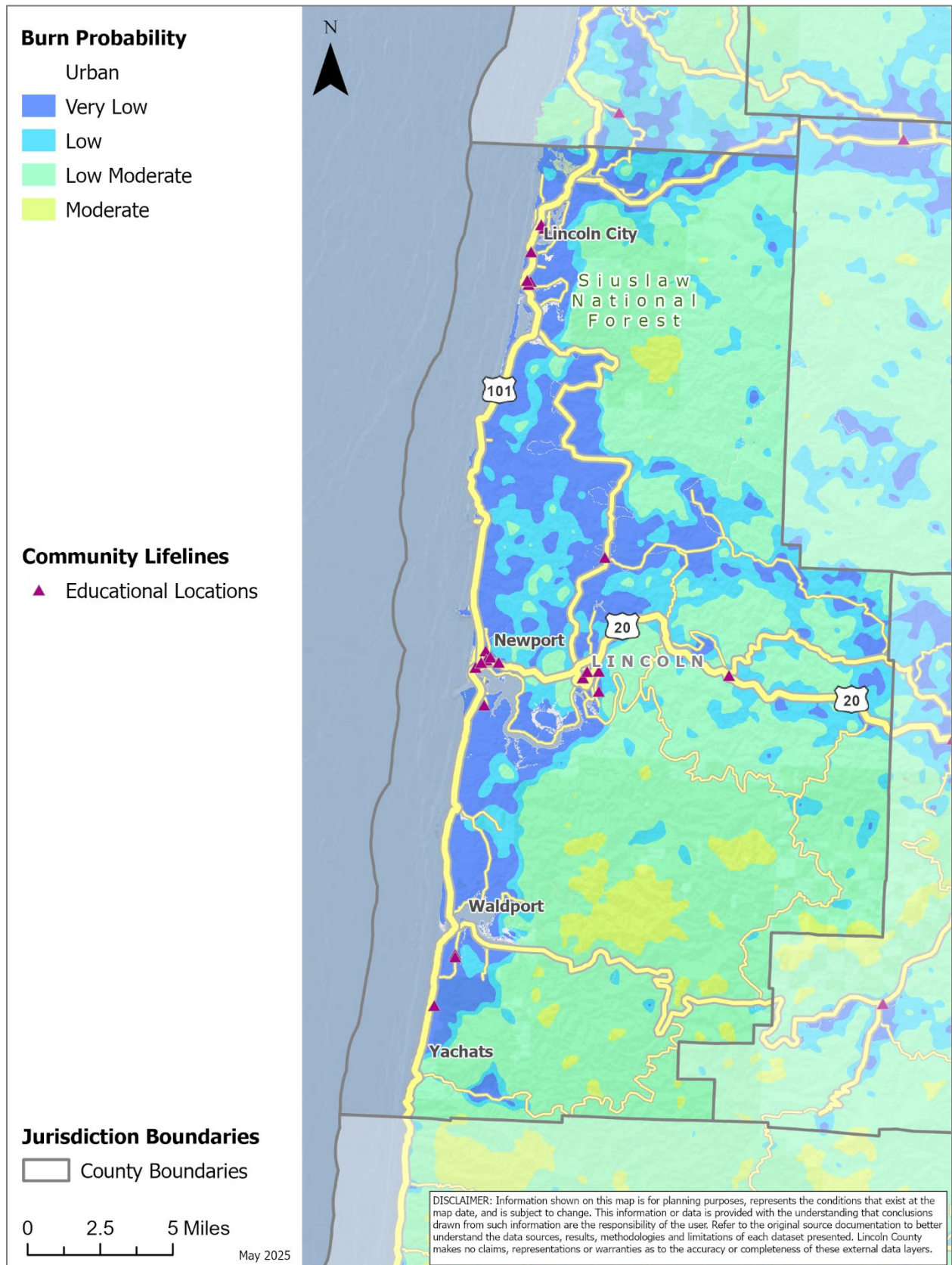
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

Map LCSD-8 Landslide Susceptibility Exposure



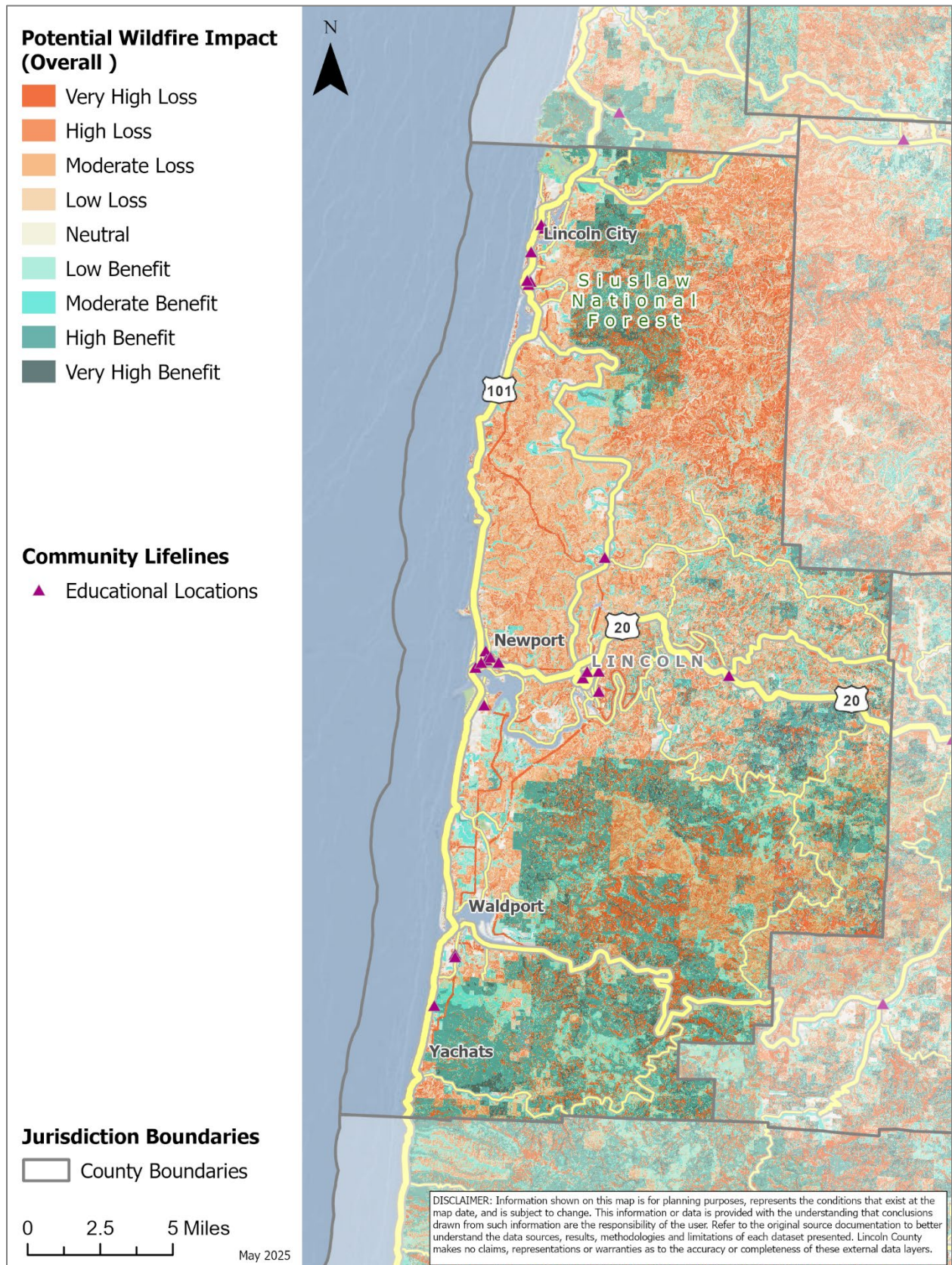
Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

Map LCSD-9 Burn Probability and Fire History (1992-2022)



Source: [Oregon Explorer: Map Viewer](#) – To view map detail click hyperlink to left.

Map LCSD-10 Potential Wildfire Impact (Overall)



Source: [PNW Quantitative Wildfire Risk Assessment](#) (2023, layer name = icNVC), To view map detail click hyperlink to left..

A Resolution Adopting the Lincoln County School District (LCSD) Representation in the Updates to the Lincoln County Multi-Jurisdictional Natural Hazards Mitigation Plan

Whereas, the LCSD recognizes the threat that natural hazards pose to people, property and infrastructure within our community; and

Whereas, undertaking hazard mitigation actions will reduce the potential for harm to people, property and infrastructure from future hazard occurrences; and

Whereas, an adopted Natural Hazards Mitigation Plan is required as a condition of future funding for mitigation projects under multiple FEMA pre- and post-disaster mitigation grant programs; and

Whereas, the LCSD has fully participated in the FEMA prescribed mitigation planning process to prepare the *Lincoln County, Multi-Jurisdictional Natural Hazards Mitigation Plan*, which has established a comprehensive, coordinated planning process to eliminate or minimize these vulnerabilities; and

Whereas, the LCSD has identified natural hazard risks and prioritized a number of proposed actions and programs needed to mitigate the vulnerabilities of the LCSD to the impacts of future disasters within the *Lincoln County, Multi-Jurisdictional Natural Hazards Mitigation Plan*; and

Whereas, these proposed projects and programs have been incorporated into the *Lincoln County, Multi-Jurisdictional Natural Hazards Mitigation Plan* that has been prepared and promulgated for consideration and implementation by the participating cities and special districts of Lincoln County; and

Whereas, the Oregon Department of Emergency Management and Federal Emergency Management Agency, Region X officials have reviewed the *Lincoln County, Multi-Jurisdictional Natural Hazards Mitigation Plan* and pre-approved it contingent upon this official adoption of the participating governments and entities;

Whereas, the NHMP is in an on-going cycle of development and revision to improve its effectiveness; and

Whereas, LCSD adopts the NHMP and directs the Superintendent to develop, approve, and implement, as feasible, the mitigation strategies and any administrative changes to the NHMP.

Now, therefore, be it resolved, that the Lincoln County School District (LCSD) adopts *the Lincoln County Multi-Jurisdictional Natural Hazards Mitigation Plan* as an official plan; and

Be it further resolved that the Lincoln County School District will submit this Adoption Resolution to the Oregon Department of Emergency Management and Federal Emergency Management Agency, Region X officials to enable final approval of the *Lincoln County Multi-Jurisdictional Natural Hazards Mitigation Plan*.

Adopted this _____ day of _____, 2025

Certifying Official

- c. Board
 - 1. Public Comment (This time is reserved for general public comment to the Board)
 - 2. OSBA Elections
 - i. Board of Directors Candidates

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: 8-22-2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

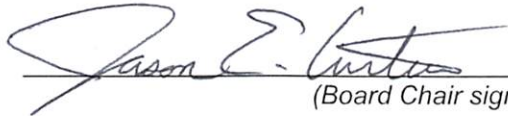
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Linn Benton Lincoln Region, Position # 10.

BOARD CANDIDATE INFORMATION

Name: Clyde Road
District/ESD/Community College: Lebanon Community School District
Address: 227 S. 7th St.
City: Lebanon Oregon ZIP: 97355
E-mail: clyderoad.lcsd4@gmail.com Phone: 541-905-1547

This nomination was approved by official action of our board of directors at a duly called meeting on
8/11/2025.
(date)



(Board Chair signature)

Board Chair name: Jason E. Curtis
District: Central Linn School District
Address: P.O. Box 200
City, State, Zip: Halsey OR 97348

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

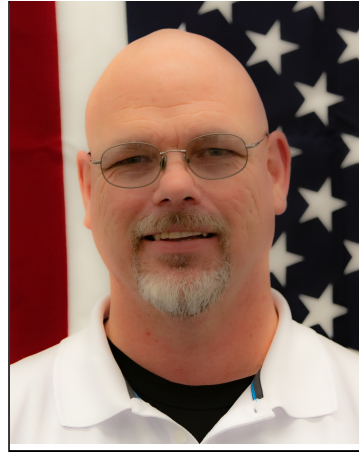
E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

NOMINATION FORM OSBA BOARD OF DIRECTORS REGIONAL MEMBER

Date: September 11, 2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

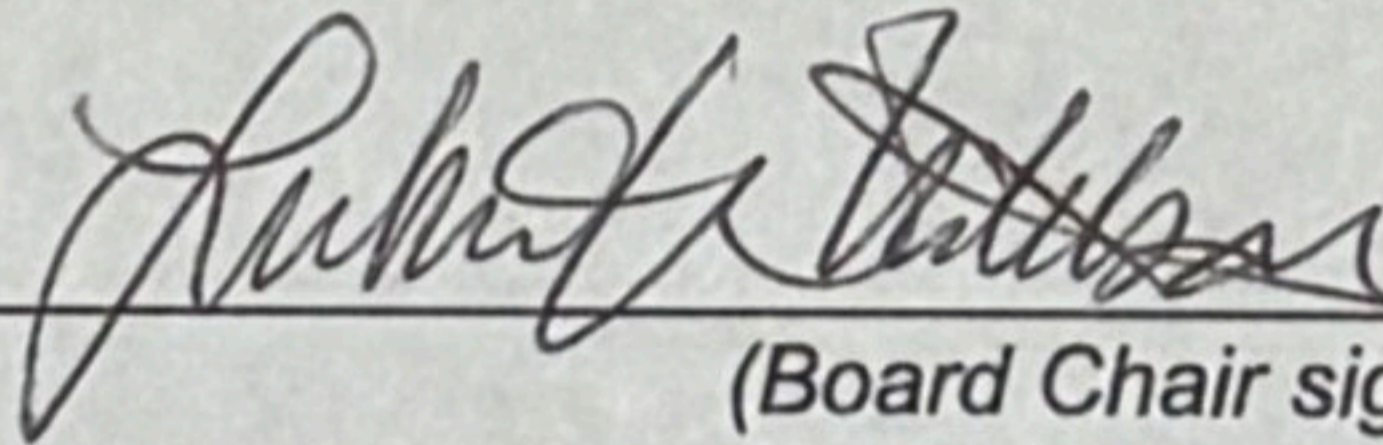
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
LINN/BENTON/LINCOLN Region, Position # 10.

BOARD CANDIDATE INFORMATION

Name: Luhui Whitebear
District/ESD/Community College: CORVALLIS 509J SCHOOL DISTRICT
Address: _____
City: _____ Oregon ZIP: _____
E-mail: _____ Phone: _____

**This nomination was approved by official action of our board of directors at a duly called meeting on
September 11, 2025
(date)**



(Board Chair signature)

Board Chair name: Luhui Whitebear, Ph.D.

District: Corvallis 509J School District

Address: 1555 SW 35th Street

City, State, Zip: Corvallis, OR 97333

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

ii. Legislative Policy Committee Candidate

**NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER**

Date 08/25/2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Linn, Benton, Lincoln Region, Position # 10.

LPC CANDIDATE INFORMATION

Name: Jason Curtis
District/ESD/Community College: Central Linn School District
Address: 809 Washburn St
City: Brownsville Oregon ZIP: 97327
E-mail: jason.curtis@centrallinn.k12.or.us Phone: 541-619-5340

This nomination was approved by official action of our board of directors at a duly called meeting on
08/11/2025
(date)

 vice chair

(Board Chair signature)

Board Chair name: Garrett Leabo
District: Central Linn School District
Address: P.O. Box 200
City, State, Zip: Halsey OR 97348

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jason E. Curtis Date: 9/25/25

Address: 809 Washburn St.

City/Zip: Brownsville/97327

Business phone: _____

Residence phone: _____

Cell phone: (541) 619-5340

E-mail: jason.curtis@centrallinn.k12.or.us

District/ESD/CC: Central Linn School District

Term expires: 6/27 Years on board: 3

Region: 10 Position #: 5

Insert your high-resolution digital photo (head shot):

- 1) Open this doc in Adobe
- 2) Click on Tools tab
- 3) Click Edit PDF
- 4) Click on Add Image
- 5) Navigate to where photo is
- 6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

 9/25/25
Name Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
I am currently on the LPC and would like to continue forward with the experience I have gained in the last year. My initial goal was to gain insight into the process to see where I can best serve our region. Now that I have experienced the full range of the past Legislative Session, I want to engage our region in discussions of the positive outcomes and what areas can have a stronger voice in Salem.
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
I strive to bring all voices into the conversation and create an environment of collaboration. I don't shy away from difficult conversations if that is what it takes to achieve positive results. I hosted the last Round Table discussion for our Region at the OSBA summer convention and I believe the outcome to be very positive while addressing some challenging issues our region is facing.
3. What do you see as the two most challenging legislative issues faced by OSBA?
The first is creating avenues whereby regions can have a voice in the legislative process prior to the legislative session. Many of the "bad bills" could be avoided if we can redirect the efforts of our legislators by giving first hand insight into the true needs of our region. The second is truly engaging our region in the overall process. The OSBA does a great job in Salem, but it's difficult to share all information.
4. What do you see as the two most challenging legislative issues faced by your region?
Our region is primarily smaller rural districts and our larger districts still encompass a lot of rural area. Legislation isn't always a "one size fits all" scenario and that is one challenge when larger, more metropolitan regions, seem to have a louder voice in Salem. The second is truly engaging our region in the process. OSBA needs to regain the trust of many smaller districts in our region.
5. What is your plan for communicating with boards in your region about legislative issues?
This past year was difficult to determine what was already being communicated by OSBA in the regular email vs. what I should be sending in addition to that. I plan to use the OSBA portal more and visit districts more often. I have visited several and plan to do more.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Current LPC committee member

Other education board positions held/dates:

Current Central Linn School District Board Chair Zone Five-7/22-Present

Occupation (Include at least the past five years):

Employers:

Sand Ridge Charter School-Teacher

Curtis Excavation-Business Owner

Dates:

8/01-7/03

7/03-Present

Schools attended (Include official name of school, where and when):

High school: Lebanon Union High School, Lebanon OR, 1994-97

College: Oregon State University, Corvallis OR, 1997-2001

Degrees earned: BS Elementary Education

Education honors and/or awards:

National Honor Society Member

Other applicable training or education:

N/A

Activities, other state and local community services:

Brownsville Rural Fire Dept. Volunteer (Current), Brownsville Recreation Center Volunteer Coach (Current), AYSO Soccer Volunteer Coach/Ref. (Past)

Hobbies/special interests:

Attending my children's sporting events, Motocross Racing, Reading Non-Fiction (My daughters say that isn't reading, but I greatly enjoy learning new things), Community Events

Business/professional/civic group memberships; offices held and dates:

Sharing Hands; Board Member 2014-2018

Brownsville Fire Association; Secretary, VP, President 2013-Present

Brownsville Chamber of Commerce; Member 2015-Present

Additional comments:

Thank you for your consideration. It's been an honor serving you this past year and I look forward to taking what I've learned and making big strides for our region this next season if I am re-elected.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

- d. Other
 - 1. Meeting Takeaways
 - 2. Reminders/Announcements
- 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 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.

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.