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
Tuesday, October 13, 2026 - 6:30 PM
Teaching & Learning Center
1212 NE Fogarty Street
Newport, OR 97365

Agenda

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

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Lincoln County School District Equity Team

Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation that covered land in what is now Tillamook, Lincoln, Benton, Marion, and Coos Counties. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

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

2. Roll Call- Establishment of a quorum
3. Introductions
4. Zone 1 Interim Director Appointment
    a. Candidate Interviews

LINCOLN COUNTY SCHOOL DISTRICT

Lincoln County School District 1 Application

Name: Stephen L. Percy

Date of Birth: [redacted]

Home Address: [redacted]

Email Address: [redacted]

Telephone Number: [redacted]

In a few words, please answer the following

Why do you want to serve on the School Board?

I dedicated over 40 years of my professional career to student learning and success in the context of higher education. I was a faculty member at four different universities – University of Virginia (UVA), University of Wisconsin-Milwaukee (UWM), University of Baltimore (UB), and Portland State University (PSU). As a faculty member, I taught undergraduate and graduate courses in political science, public administration and public policy. I always found teaching to be a highly rewarding experience where instructors and students jointly create learning success.

At all four universities, I held academic leadership positions in such roles as department chair, academic program director, center director, and academic dean. In these leadership positions I was responsible for a variety of educational decisions including hiring and evaluating faculty, organizing course schedules, developing new and innovation learning programs, and supporting student learning success. As President of PSU, I had responsibility for the university's academic and administrative operations.

What qualifications make you a good fit for the school board?

I believe the following achievements and experiences represent qualifications to serve on the Lincoln County School District Board of Directors:

1. **Educational Achievement:** Watertown High School, Watertown, New York, High School Graduation; Hamilton College, Clinton, New York, BA (Government); Indiana University, Bloomington, Indiana, PhD (Political Science).

2. **Educational Experience in Higher Education:** Over 40 years of faculty instruction experience at four universities as well as progressively higher positions of academic and administrative leadership.

3. **Experience as Board Member of a Local High School:** For five years, I served on the Board of Directors for St. Mary's Academy, a religious-based high school for women located in Portland, Oregon. In this capacity, I came to understand the dynamic challenges facing high school education, including enrollments (in the face of broad demographic changes), responding to unique student learning challenges, creating innovative new programs (one example being a new center for technology application and entrepreneurship), and, of course, ensuring and overseeing financial resources.

4. **Experience on Governing Boards:** I have served on nonprofit boards of directors in over 25 nonprofit organizations located in Milwaukee, Wisconsin; Baltimore, Maryland; and Portland and Lincoln City, Oregon. (I currently serve on the governing boards of the Cascade Head Biosphere Collaborative, Siletz Bay Music Festival, Friends of Lincoln City Parks and Recreation, and the Oregon Coast Community College Foundation). I have experience serving on civic and public advisory bodies; I currently serve on the Lincoln City Parks and Recreation Advisory Board. As PSU President I had experience on the "other side" of board governance, being hired by and overseen by a 12-member Board of Trustees appointed by the Governor. These experiences have given me insight into how board members can be positive contributors to effective governance.

5. **Director of Grant Program to Advance Teacher Preparation.** At the University of Wisconsin-Milwaukee, I served as the Director of the *Teaches for a New Era* program, funded by the Carnegie Corporation of New York, created to advance K-12 teacher preparation by linking K-12 teachers to subject matter experts in universities. In a summer project, I worked with local high school teachers on how they might effectively teach about the fundamentals of democratic institutions. Learning together and paying close attention to state learning and curricular goals, we focused upon the appropriate types and levels of content knowledge as well as pedagogical techniques appropriate for high school level learning.

What skills will you bring to the School Board?

I plan to bring the following skills to the Lincoln County School District Board of Directors.

1. As noted above, extensive experience in nonprofit, civic and education-based boards of directors.

2. An appreciation for the dynamic challenges swirling around public education today and into the future, including attending to the unique learning needs of students, understanding a varied set of pathways to higher and technical education, compliance with state laws, and evolving public expectations for public education.

3. Experience in participating and leading strategic planning efforts.

4. Extensive experience in conducting and interpreting applied research in education and other fields.

5. A personal commitment to the meaningful connectivity of schools and community. I have been a champion for, and authored books about, university-community engagement as a positive asset that supports applied student learning. I believe this connectivity is equally relevant to K-12 education.

6. Understanding public financing systems that support public schools.

7. Experience in educating LCSD students during field trips created by the Cascade Head Biosphere Collaborative for grades 1 through 6 at Ocean Lake Elementary School, Taft Elementary School, and Sam Case Elementary School. I very much enjoyed leading education learning sessions with these students during the field trips. (My favorite has been leading students into a stream in Knight Park, boots and all, to look for baby salmon and explore the ecology of the stream within the Salmon River Estuary). This experiential learning can be very impactful. Over two and a half years, I participated in experiential learning with over 350 Lincoln County School District students.

8. About a year ago, I explored the opportunity of becoming a Substitute Teacher in the Lincoln County School District. I received excellent support in crafting an application for the appropriate teaching license. I completed all 18 or so learning modules that all teachers are required to take annually. I learned many things through these modules about student safety, creating a safe learning environment, and how to comply with various school and district policies. While I eventually determined that I did not have sufficient time last year to engage as a student teacher, I did have the opportunity to become familiar with the array of school and district policies.

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff, other board members, parents and the community. How do you perceive a board member's relationship with each of these?

Boards and Superintendent: Under Oregon laws and policies, school board members, as a group, are responsible for key governance functions including the hiring, evaluation and oversight of the superintendent; establishing district policies and priorities; overseeing district facilities and infrastructure; approving budgets for the district each fiscal year; ensuring compliance with relevant state policies and guidelines; and providing accountability to the general public. School boards and their members should *not* micromanage the Superintendent as he or she undertakes responsibilities outlined by the board.

I believe that school board directors should be committed to collegiality, respectful listening to others, and ensuring that all members can effectively participate.

Teachers and School Staff: Board members have no explicit role in directing teachers or staff. Board members may be invited to learn about what teachers are doing in their classroom, information that can advance the member's capacity to make sound decisions at the district level.

Parents: School board directors are one means of connecting parents to the schools of their children. If a director learns about a parental concern, he or she may work to connect the parent to the appropriate teacher or school administrator for help in responding to the concern. If a director learns of a parental concern held by several parents, he or she may relay the concern to the Superintendent so that an appropriate school response can be formulated. School board directors serve as ambassadors to the community, spreading the word about achievements and inviting the public to assist the school system in achieving its mission.

What do you think are two of the most difficult budget or policy issues facing the school district and what would you do to address them?

This is an intriguing question! One question I will address is the immediately relevant question of the appropriate use of artificial intelligence in K-12 education. The second focuses on the importance of preparing junior and high school students for opportunities as they graduate.

Artificial Intelligence

As I am writing this application, the US Congress is considering taking emergency action to somehow "control" or rein in artificial intelligence (AI). Just as with the advent of powerful cell phones and rapid access to internet applications, school districts around the country

are, or soon will be, exploring the important question of AI use in schools and its impact on student learning.

I do not submit this application with any sense of knowing the full answer to this question (or, more likely, set of questions) regarding AI application in K-12 education. If appointed to the school board of directors, my commitment would be to work closely with fellow school board directors and school system administrators to explore how policies can be crafted that take appropriate advantage of artificial intelligence but also protect against its abuses. From what I have read and learned, key elements of such a policy likely include:

1. Candidly teaching students, in age-appropriate ways, about what AI is, how it works, and for what it can be productively used. This instruction needs to include discussion about the potential unreliability of information generated through AI as well as the information sources from which AI draws.

2. Attention to ensure that AI is available to all students and teachers equally to ensure equitable access across all students for applications where its use is allowed.

3. Clear rules about when AI may be used in the classroom and for what purposes it may be used.

4. Clear rules about how students should and should not use AI when writing compositions, essays, are papers.

5. Commitment by board members and school leaders to keep abreast of development in AI and any impact these developments may have on learning in K-12 education.

6. Supporting students' understanding of how the process of composing thoughts and information in their own words is a fundamental learning strategy that will aid them upon graduattion and throughout life. Cheating, by using AI to compose a paper or essay, is harmful to their learning and oftentimes can be quickly spotted by teachers.

K-12 Education as a Springboard to High Education and/or Career

It is common today for many junior and high school students and their parents to be thinking about careers and some form of post-secondary education or training. Other students may not see learning opportunities beyond high school, focusing attention mostly on graduation without any real conception of what comes next.

As a university professor and college president, you can imagine that I see great value to pursuit of higher education to advance life quality and career success. I also understand

that some students have skills and interests related to a variety of technical skills and careers. I believe that school districts have responsibilities to prepare students to understand, and be advised about, their options for post-secondary learning and careers. Strategies to advance readiness for post-secondary life and opportunities include:

1. Collaboration with community colleges or four-year institutions whereby high school students can enroll in courses that give credit for high school completion *and* college credit. Indeed, such a program is currently working through a partnership with the Oregon Coast Community College and LCSD. A significant number of LCSD high school students graduate with college credits in hand, creating a cost-effective pathway into higher education.

2. Collaborations with representatives of companies and organizations of individual trades could also be helpful. These representatives can meet with students, explain the basics of the trade field as a career, and describe the types of actions and licenses needed to advance in the trade area.

3. Service learning has become a common practice in many universities. Here, students participate (typically as a volunteer) in the work of an organization to learn about how the organization works, the skills and experience useful to serving the organization's clients, and the impact that these organizations have in the community. I believe service learning is equally relevant to junior and high school study. Examples might include school programs that would enable students to:

    a. Job shadow a person working in a technical trade to learn about the trade and explore personal interests in it.

    b. Participate as a volunteer in a social service program, for example, Backpacks for Kids, that provides food to students and families on a regular basis. Such experience can inform decisions about careers in social and community services.

What is your definition of equity in the school district, and what would you do to improve equity in the district?

This is a question dear to my heart. As President at Portland State, I made equity and inclusion core priorities. As I launched the *Time to Act Initiative,* a three-year plan to advance racial justice and equity, I wrote: "Portland State University will be a place where all students have the opportunity to succeed and where students and employees feel safe,

feel a sense of belonging, and prosper — no matter their background."[1] I believe that this definition applies equally well to the Lincoln County School District.

Equity, inclusion and justice can be pursued through many strategies, some of which I see the district already has in place:

- I am pleased to see that the LCSD applies several **equity lenses** when making decisions or crafting educational policies. I assume that this applies to both the school administration and the School Board of Directors. Such lenses are a useful means to take a step back, when making decisions and setting policies, to explore how the impact of the decision or policy may have on different types of students. Some best-intended policies have unexpected outcomes. Equity lens applications help to predict and make corrections for unintended differential impacts.

- Creating an equitable learning environment requires that the cultures and life experiences of all students are appreciated in learning, school functions, and celebrations. In our own school district, we have students with largely rural backgrounds, students of immigrating families, a growing Hispanic community, and students of Native American families. Students must be able to see themselves in all activities and learning, something that can be a potent incentive to engage in active student learning.

- To the maximum extent possible, all students in the district need equal access to educational tools, technology, and learning opportunities utilized within schools. Because students come from families of differing economic means, it is important to subsidize access to tools and technology to ensure equable access.

- Connecting school districts programs, teachers, and volunteers with community organizations that celebrate different cultural and ethnic backgrounds is a way to infuse the vibrancy of these organizations within the learning of all students, grades K to 12.

Are you interested in the position only until the end of the interim period (June 30, 2027) or would you be interested in running for election for an additional four-year term?

I am open to the idea of running for a full four-year term at the end of the interim appointment. A final decision about running for a full four-year term will be based upon my own assessment of whether I have been able to make meaning contributions to overall school district governance.

[1] You can learn more about PSU's *Time to Act Initiative* at this website: "Time to Act: Plan for Equity & Racial Justice 2021 - 2024" by Portland State University, Stephen L. Percy et al.

Stephen L. Percy

[redacted]

Current Professional Interests

Seeking volunteer and civic opportunities available in public, nonprofit, and philanthropic organizations to advance the people in Lincoln City, Oregon area and the Central Oregon Coast. Desiring to find volunteer experiences where my skills and expertise are organizationally relevant and useful.

Professional Skills

*Academic and Executive Leadership *Academic and Professional Writing *Strategic Planning
* Grant Writing and Submission *Community Building *University-Community Engagement

Education

A.B. in Government, Hamilton College, Clinton NY
PhD in Political Science, Indiana University, Bloomington, IN

Professional, Academic and Executive Leadership Experiences

Portland State University
Emeritus President (current), President (2019-2023), Dean of the College of Urban and Public Affairs and Professor of Political Science (2014-2019).

University of Baltimore
Dean of the College or Public Affairs and Professor of Government and Foreign Affairs (2014-2018).

University of Wisconsin-Milwauke
For the years 1998 to 2011 served in multiple academic and leadership positions including: Associate Professor and Professor of Political Science, Director of the Center for Urban Initiatives and Research, Chancellor's Deputy for the Milwaukee Idea, and Acting Dean of the School of Public Health.

University of Virginia
Professor of Government and Foreign Affairs (1992-1998).

Writing and Publications

Academic Publications include: Published books (including *Disability, Civil Rights and Public Policy: The Politics of Implementation* (University of Alabama Press, 1992; *Time for Boldness: A Story of Institutional Change* with Nancy Zimpher and Mary June Bruckard (Ankur Publishing, 2002); and *Creating a New Kind of University: Institutionalizing University-Community Engagement,* edited with Nancy Zimpher and Mary Jane Bruckard (Ankur Publishing, 2006). Writing also includes a multitude of academic and professional journal articles as well as op ed pieces focused on local government, diversity and inclusion, implementation of disability rights laws, and university-community engagement.

Strategic Planning

Participated in a variety of strategic leadership processes in local government, nonprofit organizations and higher education. I chaired the Portland State University Strategic Planning committee which oversaw the creation of the PSU Strategic Plan for 2016-2019.

Nonprofit and Board Governance

Served on the governing board of multiple non-profit organizations including some located in Milwaukee, WI (including the Nonprofit Center of Milwaukee, Rosalie Manor Health Services, Milwaukee Achiever Literacy Services, Planning Council for Health and Human Services, Latino Community Center, Social

Development Commission); Portland, OR (Saint Mary's Academy, Oregon Council of Presidents), Portland Business Alliance).

Recent Nonprofit Board Experience

- Member, Cascade Head Biosphere Collaborative (Lincoln City, Oregon), 2023-Presdent.
- Appointed Member, Community Advisory Committee, Parks & Recreation Department, 2023-Present.
- Member and Treasurer, Siletz Bay Music Festival, 2025-Present.
- Member, Board of Directors, Oregon Coast Community College Foundation, October 2025-Present.
- Member, Board of Directors, Friends of Lincoln City Parks & Recreation, March 2026-Present
- Member, Oregon Coast Community College Bond Review Committee, 2025-Present.
- Member, Board of Directors College Possible-Oregon, 2023 to 2026.
- Member, Board of Directors, Portland Metropolitan Alliance, 1029-2023.
- Member, Board of Directors, St. Mary's Academy (Portland, Oregon), 2021-2025.

Teaching Experience

- Forty years of faculty appointment across four higher education institutions, at both the graduate and undergraduate levels, focusing on political science, urban politics, public policy and public administration.

- Co-Instructor, with Cassidy Boyle, Lincoln City Emergency Preparedness Coordinator, "Emergency Preparedness for People and Families," Oregon Coast Community College, Community Education Program, February 2026.

- Instructor, "Nonprofit Board Service," Oregon Coast Community College Community Education Program, March 2026.

Other Local Activities and Memberships

- Member, Lincoln City Pickleball Club.
- Lincoln County Master Gardener Association
- Master Gardener Apprentice Program, Oregon State University Extension 2016
- Kiwanis Club of Lincoln City
- 7 Capes Bird Alliance

Awards

- Lincoln City Oregon Community Days, Volunteer of the Year, 2026

LINCOLN COUNTY SCHOOL DISTRICT

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Superintendent

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Mail: P.O. Box 1110 Newport, OR 97365

Lincoln County School District Zone 1 Application

Please complete the following form and submit it to the Board Secretary, Eddie Symington, via email, in person, or by mail. Applications are due by 4 p.m. on Tuesday, September 15, 2026. This position is until June 30th, 2026.

Applicants must meet the following requirements to be eligible for Interim Zone 1 Director

- Resident of Zone 1 for one year at the time of appointment
- Qualified voter in Lincoln County
- Not an employee of Lincoln County School District
- Participate in the selection and interview process and attend and participate in Board meetings.

Name (as it appears on your voter registration card): MICHAEL M. HONDA

Date of Birth (for voter verification): [redacted]

Home Address: [redacted]

Email address: [redacted]

Telephone number: [redacted]

In a few words, please answer the following

Why do you want to serve on the School Board? I've been a student of a free public educational system from K-12 and The University. I'm a classroom teacher in H.S. teaching Biology, Chemistry & Redemial math, Spent time at Stanford in Ed Research then 16 years as an administrator in a K-8 school District: meanwhile I served 9 yrs on The largest K-12 unified school district Board. I was appointed by The Calif Gov. to 4 yrs on The Textbook Adoption Commission.

I want to make use of my experiences to assist the Superintendent realize her obligation, partner w/ the other Schl Brd members to reflect the communities' aspirations for their children. Be an advocate for our children who have no voice at the State level to push our policy makers to achieve not only a balance budget but adequate resources so they can say they, the State, have adequate monies through partnerships w/ the federal Govt, to declare that each and every OREGONIAN CHILD has enough funds to realize EQUITY

What qualifications make you a good fit for the School Board?

for their children. Be an advocate for our children who have no voice at the State level to push our policy makers to achieve not only a balance budget but adequate resources so they can say they, the State, have adequate monies through partnerships w/ the federal Govt, to declare that each and every OREGONIAN CHILD has enough funds to realize EQUITY

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What is your definition of equity in the school district, and what would you do to improve equity in the district?

equity in education is to provide educational services, appropriate instruction, through best practices, professional support for teachers and ADEQUATE RESOURCES for EACH & EVERY CHILD based on their individual instructional needs & socio-emotional needs.

To achieve equity there needs to be MAJOR CHANGES BEYOND THE SCHOOL DISTRICT, for the district is doing what it can w/ limited and DECLINING RESOURCES. THE STATE'S POLICY MAKERS need to reflect the TRUE needs of our children by engaging our realities and converting that reality into appropriate distribution of fund from all State revenue sources. There needs to be a realignment on how we fund the child. Finally we need to create a Federal-State, local partnership to acquire adequate funds from the federal level in order to TRULY ACHIEVE EQUITY FUNDING FOR EACH AND EVERY CHILD.

Are you interested in the position only until the end of the interim term (June 30, 2025) or would you be interested in running for election for an additional four-year term?

I'm only interested in serving out the vacated 7 months. During that time I'm committed to assist the District to communicate the tasks the teachers, administration are doing in the face of declining enrollment, scarce resources, complex revenues sources often dictated by the State's dilemma of declining enrollment state wide and federal cuts to the State: all those challenges to provide ~~for~~ our children, declining revenue and balancing the budget is an impossible but necessary task.

My time would be to be assertive for a solution and not be part of the problem: which this Board of Ed, administrators are battling to achieve for the sake of the child: our children

AFTER THE SEVEN MONTHS as an active citizen I intend to continue working to pursuade policy makers to create the federal/state partnership to have a federal funding bill to achieve funding level that'll allow local school districts realize a curricula offering w/ professionally compensated teaching staff to realize an education of excellence and equity.

Applicants are welcome to submit additional pages if enough space is not provided for responses.

LINCOLN COUNTY SCHOOL DISTRICT

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What skills will you bring to the School Board? REFER TO ADDEDUM for detailed timeline of experience in educational structure.

My skills I believe are broad and steeped in to the various levels of our public educational structure: classroom, administrative, boardroom. From the practitioner to policy making and research, I have endeavored to become familiar at all levels while in my career integrate them all for the sake of the child. My final effort is to facilitate equity funding for each and every child not only locally but nationwide

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these? as a boarddmember I'll be one of 5 acting as one Body. The relationship should be collegial, interacting in public as one body w/ 5 voices to achieve one voice and fulfilling Policies, creating new ones as one body. We work w/ the superintendent expecting professional guidance as to the functioning in concert w/ State's expectations. We can also be the superintendent's backstop when she steps out on behalf of our children.
The Brd should be a forwarding board for the community, the voice of the needs of the community and an unapologetic advocate for the child.

The child is the purpose of our system and their success is the Boards responsibility.

What do you think are two of the most difficult budget or policy issues facing the school district, and what would you do to address them? Balancing the budget w/ declining enrollment and State, Federal cutbacks is the most challenging role of the brd of Ed.

The policy challenges locally is to have the State & Federal officials understand the true realities of local small school district's demographics when they start to develop their state distribution of state resources and not short change us based on their interpretation on how they see local demographics.

State & federal partnerships in funding of schools have to engage local input in order to design educational funding bills in order to achieve equity funding for our children.
When the State/Feds sneezes, local school districts get the flu.

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addendum 1

LINCOLN COUNTY SCHOOL DISTRICT

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Dr. Majalise Tolan
Superintendent

ADDENDUM

ADDENDUM:

1975-1991: Franklin - McKinley School Dist
75-78 Vice principal Sylvandale Middle
78-80 Principal Hillsdale Elementary
80- " Jasm M Dahl

What skills will you bring to the School Board?

- Peace Corps Volunteer El Salvador 1965-67
- Taught Migrant Education in Agricultural Fields 1967-69 EEOC
- BA in Biological Sciences
  BA in Spanish
  MA in Educational Counseling
  K12 Life Credentials CA; Admin Credential CA expired
  San Jose State Univ Campus Ombudsman 1971-1974
  Educational Research - Standford
- San Jose Unified School Dist Board of Ed 1981-1990

Effective board members must engage in a variety of relationships, for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

- is a Boardmember I'd be one of five acting as one body on any items of policy, procedures or public statements regarding the school district.
- my role to the Superintendent is advising as an individual member and any directions to staff is always through the Superintendent as the Board to
- relationship w/ other boardmembers is collegial and one of five at a Board of Directors and collegial. Should be transparent, honest
- parents as well as the community as a member of the Board, we serve as their governing board, reflect their concerns and deliberate. as a Body we must focus on the needs of the child as our client.

What do you think are two of the most difficult budget or policy issues facing the school district, and what would you do to address them?

The balancing of the budget in the face of all the needs of the district to operate for the benefit of an equitable educational out come for each child.

The Policy of balancing the budget happens to be the out come of the State Legislature and the Governor's Office to balance their budget.

When the State Leg & Admin budget process (which is their Constitutional mandate) sneezes the Local school Board gets the flu. The public needs to understand that ... Local Schl Brds struggle the most when the State coffers are tight.

Oregon's Schools Don't Lack Commitment. They Lack a System Built to Fund Every Child.

By Mike Honda

Oregon's schools are in trouble, but the problem is not a lack of effort. Administrators are trying, teachers are trying, and school board members are trying. Parents, legislators and the governor all want our schools to succeed. Across the state, people are working to create a public education system that is fair, equitable, accountable and capable of providing every child with an excellent education.

Despite those efforts, however, we continue to fall short, because the problem is structural. The state government can require Oregon's school districts to balance their budgets, and it can require them to operate schools and meet state standards. But what Oregon's current system does not reliably provide is something just as fundamental: adequate resources to educate every child according to that child's actual academic and social-emotional needs.

This distinction matters. A balanced budget is not always an adequate budget. Keeping the doors open on an Oregon school does not mean that the children walking through those doors are receiving all the resources they need to succeed. From the local tax base in places near me like Lincoln City, to the governor's office in Salem, Oregon struggles to provide adequate resources for every student. The consequences are especially serious when a child's educational opportunities depend heavily on the ZIP code in which that child happens to live, whether it's underserved and under-resourced 97622 or a better advantaged 97149.

There is another way. We should begin with a simple principle: the child, not the institution, should be the primary unit around

which educational resources are organized. Under such a system, each child's academic and social-emotional needs would be assessed according to consistent statewide standards using reliable measurements and scientifically and culturally sound practices. Those identified needs would then inform an instructional strategy and resources would follow that strategy.

That would change the fundamental question in school funding. Instead of asking primarily how much money a district receives we should also be asking, what does this child need to succeed? And what resources are being provided to meet those needs, and are those resources producing results?

Accountability, of course, must accompany this investment. Oregon schools should be able to demonstrate student progress, identify when an instructional strategy is not working and make timely corrections. Accountability should not simply mean balancing an accounting ledger. It should mean demonstrating that public dollars are improving opportunities and outcomes for children.

Teachers are central to this reform. If Oregon expects educators to meet increasingly complex academic and social-emotional needs, then we must provide the professional compensation, instructional support and ongoing incentives necessary to attract and retain excellent educators. We cannot demand world-class results while treating the people responsible for producing those results as an afterthought.

We must also acknowledge another uncomfortable reality: Oregon alone may never be able to provide all the resources necessary to accomplish this vision. That means reconsidering the relationship between federal, state and local governments. And building a new partnership that brings together state education leadership, the legislature, local school boards, teachers and administrators, parents, Oregon's congressional delegation and federal education policymakers. And then rather than continuing to operate through fragmented programs and

funding streams, these partners would explore new ways to align federal and state resources around individual student needs and measurable educational outcomes.

This new partnership could also address costs that compete directly with classroom spending: facilities, equipment, instructional materials and other long-term obligations that consume district budgets before a single teacher is hired or a single child receives additional support.

The goal throughout all of this should be to fund differently, measure more intelligently, and hold ourselves more accountable for whether every child is *actually* progressing. That requires political courage. For decades, education debates have often revolved around the same questions: How large should the state education budget be? How should money be divided among districts? Which programs should be expanded or reduced?

Those are important questions, but they begin with institutions. We should instead begin with children. Imagine an Oregon in which a child's educational resources are determined not primarily by geography, district boundaries or local wealth, but by what that individual child needs to learn and thrive. Imagine a system in which taxpayers can see not only where education dollars went, but what those dollars accomplished. Imagine state and federal governments acting as genuine partners rather than layers of bureaucracy.

That is the paradigm shift Oregon should be willing to consider. The people working in our schools have demonstrated their commitment. The question now is whether policymakers are willing to redesign the system around that commitment. As my late brother liked to ask: "What say you?" Do we have the political will to create an education system that puts each child first, provides resources according to need, rewards excellent teaching and demands accountability for results? Oregon's children deserve an answer.

Interim Zone 1 Director
Interview Questions
10/13/2026

1. What ideas do you have about how the district can better strengthen our connections to the charter schools, the Hispanic community, and the Siletz Tribe?

2. How would you navigate a difference of opinion on policy or a Board decision between yourself and another Board member?

3. What issues do you believe our district needs to address in its academic program and offerings? What changes would you recommend?

4. What would you like to share with the Board that you did not include in your responses to the questions on the application?

b. Deliberation
c. Action: Appointment of Zone 1 Director
d. Oath of Office

5. Communications. BG-4
   a. Written

Thank you to each person who voted for naming the Waldport Batting Cage.

You have helped a community and school to be able to share in the history and legacy that is Waldport High School Softball!

For many years to come the question will be asked “who is Ed Phillips?” And we will be able to tell stories about who he was and how he pioneered softball for the town of Waldport! How he was the first coach to coach on the new HS softball field. So many wonderful things!

Thank you again for your support and the work you do at LCSD

Thank you,

Jaime D Smith

Dear Board members,

Thank you for considering my application for the Lincoln County school board. Attending the recent board meeting gave me great respect for the hard work happening at Taft and Lincoln County.
After serious consideration, I have decided to withdraw my name from the application process, as I feel the learning curve for the role's educational programs would prevent me from being an immediate asset to the board.
I wish the board continued success.

Best regards,
Lori Hollingsworth

b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
c. Recognition
    1. Oregon Association of School Libraries - 2026 Administrator of the Year
    2. GarlicPalooza
    3. Oregon Science Teachers Association Award Winner
d. LCEA Report

6. Consultant Reports/Staff Reports/Student Reports
    a. Financial Report. BG-3
        1. Monthly Financial Report

General Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2026-27
Year To Date Transactions as of September 30, 2026 - UNAUDITED

	Period 1 Actual July '26	Period 2 Actual Aug '26	Period 3 Actual Sept '26	Period 4 Projected Oct '26	Period 5 Projected Nov '26	Period 6 Projected Dec '26	Period 7 Projected Jan '27	Period 8 Projected Feb '27	Period 9 Projected March '27	Period 10 Projected April '27	Period 11 Projected May '27	Period 12 Projected June '27	Period 13 Projected July '27	Projected 2026-27 Totals		Adopted 2026-27 BUDGET	Year-To-Date 2026-27 Actuals	YTD Diff Budget vs. Projected	% of Budget
REVENUES																			
LOCAL SOURCES:																			
Current year's levy					37,042,774	6,479,800	694,938	252,314	1,201,557	171,815	174,917	1,205,570	509,056	47,732,741	*	47,732,741	-	-	0%
Prior years' taxes	1,018	244,528	151,773	105,332	53,296	93,425	37,224	34,302	114,691	(39,725)	32,229	113,099	26,856	968,047	*	805,000	397,318	163,047	49%
Interest on Investments	179,480	175,289	162,299	30,002	46,080	105,286	85,498	76,116	72,140	37,755	62,478	103,841	25,458	1,161,721		762,800	517,067	398,921	68%
Fees Charged to Grants				19,725	19,994	17,958	32,369	24,274	29,505	34,503	27,602	139,701	78,587	424,218		436,518	-	(12,300)	0%
Rentals												10,000		10,000		10,000	-	-	0%
Contributions														0			-	-	#DIV/0!
Other Local Income	(2,466)	4,216	13,375	61,548	83,084	132,573	129,323	55,157	128,874	111,284	100,340	162,971	495,025	1,475,305		1,547,074	15,126	(71,769)	1%
INTERMEDIATE SOURCES:																	-		
ESD - Severe Disab Support						230,542								230,542		230,542	-	-	0%
County School Fund	29					100,000		100,000			100,000			300,029	*	300,000	29	29	0%
Other, Hvy Eq Rent Tax, etc		69	729											798			798	798	#DIV/0!
STATE SOURCES:																	-		
SSF- Current Year	3,815,495	1,906,604	1,906,604	1,931,507	1,945,328	1,956,370	1,949,922	1,972,660	1,942,867	1,835,246	1,810,145			22,972,748		23,074,161	7,628,703	(101,413)	33%
SSF- Prior Year														0			-	-	#DIV/0!
Common School Fund								356,890				296,777		653,667	*	653,667	-	-	0%
State Timber					144,819			188,442			166,739			500,000	*	500,000	-	-	0%
Unrstd Grants, HCD, Wildfire											200,000			200,000		200,000	-	-	0%
FEDERAL SOURCES:																	-		
Federal Forest Fees	74					150,000						150,000		300,074		300,000	74	74	0%
Foster Care Transp Reimb						25,000						25,000		50,000		50,000	-	-	0%
OTHER RESOURCES:																	-		
Interfund Transfer													5	5		5	-	-	0%
Sale of Assets/Ins Proceeds														0			-	-	#DIV/0!
Beginning Fund Balance (Est)	15,003,646													15,003,646		13,236,456	15,003,646	1,767,190	113%
Total Monthly Revenues	**13,236,456**	**2,330,706**	**2,234,779**	**2,148,114**	**39,335,375**	**9,290,954**	**2,929,274**	**3,060,155**	**3,489,634**	**2,150,878**	**2,674,450**	**2,206,959**	**1,134,987**	**91,983,540**		**89,838,964**	**23,562,760**	**2,144,576**	**26%**
CUMULATIVE RESOURCES	**13,236,456**	**15,567,162**	**17,801,941**	**19,950,055**	**59,285,430**	**68,576,384**	**71,505,658**	**74,565,813**	**78,055,447**	**80,206,325**	**82,880,775**	**85,087,734**	**86,222,721**						
EXPENDITURES																			
Salaries (100)	643,409	808,384	2,869,977	2,959,645	3,120,857	2,971,607	2,938,351	3,055,652	2,934,908	2,889,461	3,092,463	7,104,283		35,388,996		35,481,907	4,321,769	(92,910)	12%
Employee benefits (200)	287,149	364,748	1,419,300	1,634,620	1,658,062	1,605,104	1,602,859	1,620,256	1,611,217	1,617,101	1,655,453	4,012,975	9,317	19,098,161		19,343,784	2,071,197	(245,623)	11%
Purchased services (300)	1,087,192	1,189,447	956,465	1,601,864	1,396,428	2,065,860	1,748,187	1,723,999	1,647,102	1,808,851	1,932,155	2,353,113	383,294	19,893,958		20,329,605	3,233,105	(435,648)	16%
Supplies (400)	105,480	182,326	244,314	152,841	142,400	140,252	116,769	100,647	87,335	168,983	196,721	196,908	86,502	1,921,477		1,986,590	532,119	(65,113)	27%
Capital outlay (500)				10,981	5,172	11,928		4,756	3,705	33,387	29,139	48,453	7,036	154,557		210,000	-	(55,443)	0%
Insurance/Other (600)	1,303,849	33,902	16,461	27,049	27,936	15,753	13,626	6,097	7,141	8,657	34,431	30,696	11,949	1,537,546		1,489,317	1,354,211	48,229	91%
Interfund Transfers (700)												1,804,015		1,804,015		1,804,015	-	-	0%
Contingency (800)														0		3,750,000	-	(3,750,000)	0%
Unappropriated Funds (800)														0		5,443,746	-	(5,443,746)	0%
Total Monthly Expenditures	**3,427,079**	**2,578,807**	**5,506,516**	**6,387,000**	**6,350,855**	**6,810,504**	**6,419,792**	**6,511,407**	**6,291,408**	**6,526,440**	**6,940,362**	**15,550,443**	**498,098**	**79,798,710**		**89,838,964**	**11,512,401**	**(10,040,254)**	**13%**
CUMULATIVE EXPENDITURES	**3,427,079**	**6,005,886**	**11,512,401**	**17,899,401**	**24,250,256**	**31,060,760**	**37,480,552**	**43,991,959**	**50,283,367**	**56,809,807**	**63,750,169**	**79,300,612**	**79,798,710**						
Month-end Fund Balance	**9,809,377**	**9,561,276**	**6,289,540**	**2,050,654**	**35,035,174**	**37,515,624**	**34,025,106**	**30,573,854**	**27,772,080**	**23,396,518**	**19,130,606**	**5,787,122**	**6,424,011**	**12,184,830**				**12,050,359**	

Revenue Assumptions:

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

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

*** Local Revenue - Projected**	**50,154,484**	
Local Revenue included in 3/2/26 SSF Estimate	49,991,408	
Estimated 2026/27 SSF Adjustment (May 2028)	**(163,076)**	Depends on Actual Local Revenue at Yr End
Anticipated Ending Fund Balance	**12,021,754**	
Less Unappropriated Ending Fund Balance (7% Required) & Contingency	(9,193,746)	Restricted
Excess Ending Fund Balance	**2,828,008**	$1.767M Beginning Fund Balance

Expenditure Assumptions:

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

Monthly ADMr - Prior Years							Monthly ADMr	YTD ADMr	Yr to Yr Diff	Budgeted	YTD Budget Diff
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26		2026-27	2026-27			
4,892.4	5,163.5	5,095.5	4,959.1	4,775.6	4,641.8	September	4,491.3	4,491.3	(150.5)	4,463.3	28.0
4,945.8	5,189.8	5,111.6	4,984.2	4,767.7	4,641.6	October					
4,968.0	5,191.8	5,109.0	4,974.9	4,757.7	4,624.2	November					
5,089.1	5,192.9	5,098.5	4,961.0	4,746.6	4,631.3	December					
5,054.0	5,184.1	5,095.4	4,945.4	4,726.8	4,626.1	January					
5,052.3	5,180.8	5,103.0	4,935.4	4,716.6	4,622.0	February					
5,048.6	5,170.4	5,101.0	4,911.4	4,709.8	4,616.4	March					
5,048.6	5,167.2	5,097.6	4,872.3	4,700.5	4,606.6	April					
5,049.0	5,157.0	5,093.8	4,859.1	4,690.4	4,596.5	May					
5,090.2	5,122.6	5,007.0	4,833.5	4,618.9	4,591.5	June					
5,090.2	5,122.6	5,072.2	4,916.2	4,687.2	4,591.5	June YTD (Prelim for 25-26)					
Difference	32.39	(50.40)	(155.96)	(229.04)	(95.70)						

Lincoln County School District
2026-27 Monthly Comparison - General Fund Projected to Actual
September 30, 2026 - Unaudited

REVENUES	Projected**	Actual	Actual Compared to Projected		Comments
LOCAL SOURCES:					
Current year's levy			-	*	
Prior years' taxes	95,310	151,773	56,463	*	
Interest on Investments	37,641	162,299	124,658		Segregated Int Not Done
Fees Charged to Grants	12,300		(12,300)		
Rentals			-		
Contributions			-		
Other Local Income	42,374	13,375	(28,999)		
INTERMEDIATE SOURCES:					
ESD - Severe Disability Support			-		
County School Fund			-	*	
Other, Hvy Eq Rent Tax, etc		729	729		
STATE SOURCES:					
SSF- Current Year	1,931,949	1,906,604	(25,345)	*	
SSF- Prior Year			-	*	
Common School Fund			-	*	
State Timber			-	*	
Unrestricted Grants			-	*	
FEDERAL SOURCES:					
Federal Forest Fees			-		
Foster Care Transport Reimb			-		
OTHER RESOURCES:					
Interfund Transfer			-		
Sale of Assets/Ins Proceeds			-		
Beginning Fund Balance			-		
Total Monthly Revenue	**2,119,574**	**2,234,779**	**115,205**		
EXPENDITURES					
Salaries (100)	2,900,975	2,869,977	(30,998)		
Employee benefits (200)	1,590,330	1,419,300	(171,030)		
Purchased services (300)	1,206,820	956,465	(250,355)		
Supplies (400)	217,037	244,314	27,277		
Capital outlay (500)			-		
Insurance/Other (600)	37,436	16,461	(20,975)		
Interfund Transfers (700)			-		
Contingency (800)					
Unappropriated Funds (800)					
Total Monthly Expenditures	**5,952,598**	**5,506,516**	**(446,082)**		

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

** Projections based on budget and average % received/expended during same time period over past 7 years.

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

	July		Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	YTD Total
Prof Instruction Svcs	3,993		7,615	15,715											27,323
Cleaning Services		B	401,759	200,880											602,639
Repairs & Maint	2,902		20,145	27,528											50,574
Rentals	1,037		731	20,326											22,093
Utilities	1,740		47,165	110,580											159,485
Transportation	13,886		180,482	14,145											208,513
Travel	448		3,010	1,099											4,557
Telephone			7,117	10,298											17,416
Postage	1,504		1,487	2,847											5,837
Advertising															-
Printing & Binding			8,723	5,773											14,496
Data Lines			60	350											410
Charter School Pmts	1,019,796		509,899	509,899											2,039,594
Tuition				34,492											34,492
Audit Services															-
Legal Services			750	2,385											3,135
Architect/Engr Svcs															-
Neg/Labor Consltg															-
Managemnt Svcs															-
Data/Tech Svcs															-
Election Services															-
Other Gen Prof Svcs	41,888		504	148											42,540
Total	**1,087,192**		**1,189,447**	**956,465**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**3,233,105**
For Reference Only:															
Less Transportation	(13,886)		(180,482)	(14,145)	-	-	-	-	-	-	-	-		-	
Charter Sch Pmts	(1,019,796)		(509,899)	(509,899)	-	-	-	-	-	-	-	-		-	
Purchased Services	**53,511**		**499,066**	**432,421**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**		**-**	**A**

Notes:

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

B: July & August Invoices

LINCOLN COUNTY SCHOOL DISTRICT

2026-27 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS September 30, 2026 - UNAUDITED

Special Revenues & Grants (200-285 & 900-994)	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	1,842,941		267,481	1,575,460
Intermediate				
State	3,561,381			3,561,381
Federal	7,364,641		102,414	7,262,227
Beg. Fund Balance *	3,177,214		2,586,802	590,412
Total Revenues	15,946,177		2,956,697	12,989,480
Expenditures:				
Instruction	5,413,058	3,003,990	665,681	1,743,388
Support Services	6,601,904	1,765,817	284,889	4,551,197
Enterprise	450,314	71,713	9,316	369,285
Facilities Acq & Const	3,480,901	873,326	1,533,277	1,074,298
End Fund Bal/Tfrs				0
Total Expenditures	15,946,177	5,714,846	2,493,163	7,738,168
Fund Balance			**463,534** ***	

Indigenous Peoples (286)	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	176,813		176,575	238
Total Revenues	176,813	0	176,575	238
Expenditures:				
Instruction	176,813	9,014		167,799
Support Services				0
End Fund Balance				0
Total Expenditures	176,813	9,014	0	167,799
Fund Balance			**176,575**	
Less Encumbered			9,014	
Available for Expenditure			**167,562**	

Musical Instruments (287)	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Transfers				0
Beg. Fund Balance*	533,661		533,656	5
Total Revenues	533,661		533,656	5
Expenditures:				
Instruction	393,000			393,000
Support Services	40,661			40,661
End Fund Balance	100,000			100,000
Total Expenditures	533,661	0	0	533,661
Fund Balance			**533,656**	
Less Encumbered			0	
Available for Expenditure			**533,656**	

Pre-School Promise (288)	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
State	672,824			672,824
Beg. Fund Balance*				0
Total Revenues	672,824		0	672,824
Expenditures:				
Instruction	620,993	534,315	46,946	39,732
Support Services	43,922	11,381	3,785	28,756
Enterprise	7,909			7,909
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	672,824	545,697	50,731	76,396
Fund Balance			**(50,731)** ***	

Student Investment Account (289/989)	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
State	5,501,097		1,321,889	4,179,208
Beg. Fund Balance*			290,373	(290,373)
Total Revenues	5,501,097		1,612,262	3,888,835
Expenditures:				
Instruction	2,815,099	1,893,186	170,830	751,083
Support Services	2,502,780	2,117,476	210,996	174,307
Enterprise	183,218			183,218
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	5,501,097	4,010,662	381,826	1,108,608
Fund Balance			**1,230,435** ***	

Curriculum (290)	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	150,000			150,000
Transfers				0
Beg. Fund Balance*	5,358,178		4,557,541	800,637
Total Revenues	5,508,178		4,557,541	950,637
Expenditures:				
Instruction	1,050,000	1,362	95,448	953,189
Support Services				0
Contingency	4,458,178			4,458,178
End Fund Balance				
Total Expenditures	5,508,178	1,362	95,448	5,411,367
Fund Balance			**4,462,093**	
Less Encumbered			0	
Available for Expenditure			**4,462,093**	

Small Schools Grant (291) WHS & Toledo Jr/Sr HS	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local				0
State	118,000			118,000
Beg. Fund Balance *	132,598		210,452	(77,854)
Total Revenues	250,598		210,452	40,146
Expenditures:				
Instruction	161,223	2,753	376	158,094
Support Services	30,375	200		30,175
Enterprise				0
Facilities Acq & Const				
Conting/End Fund Bal	59,000			59,000
Total Expenditures	250,598	2,953	376	247,269
Fund Balance			**210,076**	
Less Encumbered			2,953	
Available for Expenditure			**207,123**	

High School Success (292)	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
State	1,876,290		408,237	1,468,053
Beg. Fund Balance *			450,007	(450,007)
Total Revenues	1,876,290		858,244	1,018,046
Expenditures:				
Instruction	1,055,575	392,935	131,369	531,272
Support Services	820,715	519,334	51,735	249,646
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	1,876,290	912,268	183,104	780,918
Fund Balance			**675,140** ***	

Building Maintenance (293)	Budget	Encumb'd	YTD Actual	Remaining
Revenues:				
Local	71,000		2,118	68,882
Federal				
Fund Tfrs/Asset Sales			4,000	(4,000)
Beg. Fund Balance *	1,995,000		2,038,855	(43,855)
Total Revenues	2,066,000		2,044,973	21,027
Expenditures:				
Instruction	375,000			375,000
Support Services	640,000	10,745	19,242	610,013
Facilities Acq & Const	1,051,000	16,578	45,796	988,625
End Fund Bal/Tfrs				
Total Expenditures	2,066,000	27,323	65,039	1,973,638
Fund Balance			**1,979,934**	
Less Encumbered			27,323	
Available for Expenditure			**1,952,611**	

*** Beginning Fund Balances are Unaudited Estimates at 8/6/26**
**** Fund Balances do NOT include encumbered expenditures**
***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

LINCOLN COUNTY SCHOOL DISTRICT

2026-27 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS September 30, 2026 - UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Food Services (294)				
Revenues:				
Local	188,833		29,763	159,070
State	25,000		1,179	23,821
Federal	3,799,085		16,316	3,782,769
Sale/Loss of Assets				0
Beg. Fund Balance *	150,000		154,266	(4,266)
Total Revenues	4,162,918		201,524	3,961,394
Expenditures:				
Instruction	7,161	2,439	193	4,529
Support Services	39,734	30,434	10,113	(813)
Enterprise	3,991,023	3,223,026	144,630	623,367
Contingency	125,000			125,000
Total Expenditures	4,162,918	3,255,899	154,936	752,083
Fund Balance			**46,588** ***	
Student Activities (295)				
Revenues:				
Local	1,390,000		322,978	1,067,022
Beg. Fund Balance *	1,500,000		1,374,338	125,662
Total Revenues	2,890,000		1,697,317	1,192,683
Expenditures:				
Instruction	1,625,000	230,689	234,498	1,159,813
Support Services	110,000	3,834	2,623	103,543
Enterprise	105,000		2,000	103,000
Facilities Acq & Const			31,470	(31,470)
Contingency	1,050,000			1,050,000
Total Expenditures	2,890,000	234,523	270,591	2,384,886
Fund Balance			**1,426,725**	
Less Encumbered			234,523	
Available for Expenditure			**1,192,202**	
Outdoor School for All (296)				
Revenues:				
State	186,114			186,114
Beg. Fund Balance *			(135,959)	135,959
Total Revenues	186,114		(135,959)	322,073
Expenditures:				
Instruction	173,603	16,568	7,700	149,335
Support Services	12,511	2,198		10,313
Total Expenditures	186,114	18,766	7,700	159,648
Fund Balance			**(143,659)** ***	
Technology (298)				
Revenues:				
Local	807,128		3,085	804,043
Transfers				0
Beg. Fund Balance*	4,862,000		4,188,143	673,857
Total Revenues	5,669,128		4,191,228	1,477,900
Expenditures:				
Instruction				0
Support Services	1,503,038	394,926	373,164	734,947
Contingency	1,000,000			1,000,000
End Fund Balance	3,166,090	3,166,090		0
Total Expenditures	5,669,128	3,561,016	373,164	1,734,947
Fund Balance			**3,818,063**	
Less Encumbered			3,561,016	
Available for Expenditure			**257,047**	

	Budget	Encumb'd	YTD Actual	Remaining
Vehicle Replacement (299)				
Revenues:				
Local	44,500			44,500
Sale of Assets				0
Beg. Fund Balance *	221,968		95,406	126,562
Total Revenues	266,468		95,406	171,062
Expenditures:				
Support Services	266,468			266,468
End Fund Balance				
Total Expenditures	266,468	0	0	266,468
Fund Balance			**95,406**	
Less Encumbered			0	
Available for Expenditure			**95,406**	
PERS Bonds Debt Service (320)				
Revenues:				
Local	1,826,376		218,545	1,607,831
Beg. Fund Balance *	7,236,230		6,863,644	372,586
Total Revenues	9,062,606		7,082,189	1,980,417
Expenditures:				
Debt Service	6,165,771			6,165,771
End Fund Balance	2,896,835			2,896,835
Total Expenditures	9,062,606	0	0	9,062,606
Fund Balance			**7,082,189**	
GO Bonds Debt Service (330, 331 & 340)				
Revenues:				
Local	6,894,582		52,020	6,842,562
Transfers	1,450,010			1,450,010
Beg. Fund Balance *			1,199,948	(1,199,948)
Total Revenues	8,344,592		1,251,968	7,092,624
Expenditures:				
Debt Service	6,491,957			6,491,957
Transfers	730,005			730,005
End Fund Balance	1,122,630			1,122,630
Total Expenditures	8,344,592	0	0	8,344,592
Fund Balance			**1,251,968**	
Capital Construction Fund (405)				
Revenues:				
Local	555,000		35,901	519,099
Beg. Fund Balance *	1,500,000		2,205,160	(705,160)
Total Revenues	2,055,000		2,241,061	(186,061)
Expenditures:				
Support Services	500,000			500,000
Facilities Acq & Const	1,555,000	518,773	652,238	383,989
Total Expenditures	2,055,000	518,773	652,238	883,989
Fund Balance			**1,588,823**	
Less Encumbered			518,773	
Available for Expenditure			**1,070,050**	

	Budget	Encumb'd	YTD Actual	Remaining
Future Property Purchases Reserve (420)				
Revenues:				
Local	50,000			50,000
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,233,875		1,130,051	103,824
Total Revenues	1,283,875		1,130,051	153,824
Expenditures:				
Facilities Acq & Const	1,283,870		1,360	1,282,510
Transfers	5			5
Total Expenditures	1,283,875		1,360	1,282,515
Fund Balance			**1,128,691**	
OSCIM Grant - Capital Construction Fund (426)				
Revenues: State	6,000,000			6,000,000
Total Revenues	6,000,000		0	6,000,000
Expenditures:				
Facilities Acq & Const	6,000,000			6,000,000
Total Expenditures	6,000,000	0	0	6,000,000
Fund Balance			**0**	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	1,098,000		101,701	996,299
Beg. Fund Balance *	1,420,815		1,335,743	85,072
Total Revenues	2,518,815		1,437,444	1,081,371
Expenditures:				
Support Services	1,170,000		275,993	894,007
Contingency	1,348,815			1,348,815
Total Expenditures	2,518,815		275,993	2,242,822
Fund Balance			**1,161,451**	
Less Encumbered			0	
Available for Expenditure			**1,161,451**	
District Medical Group HRA (620)				
Revenues:				
Local	1,270,775		71,151	1,199,624
Beg. Fund Balance	4,075,445		3,940,655	134,790
Total Revenues	5,346,220		4,011,806	1,334,414
Expenditures:				
Support Services	898,850	20,261	99,360	779,229
Contingency	4,447,370			4,447,370
Total Expenditures	5,346,220	20,261	99,360	5,226,599
Fund Balance			**3,912,445**	
Less Encumbered			20,261	
Available for Expenditure			**3,892,184**	
PERS Reserves (630)				
Revenues:				
Local	3,137,430		408,167	2,729,263
Transfers	1,804,000			
Beg. Fund Balance	345,178		345,178	0
Total Revenues	5,286,608		753,345	4,533,263
Expenditures:				
Contingency				0
End Fund Balance	5,286,608			5,286,608
Total Expenditures	5,286,608	0	0	5,286,608
Fund Balance			**753,345**	

*** Beginning Fund Balances are Unaudited Estimates at 8/6/26**

**** Fund Balances do NOT include encumbered expenditures**

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

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

Date	Payee	Description		Amount
9/4/2026	SILETZ VALLEY CHARTER SCHOOL	SMALL GYM REPAIR-BOARD APPROVED FUNDS	$	76,955.63
9/4/2026	SODEXO, INC & AFFILIATES (CUST)	26-27 CONTRACTED SERVICES	$	202,661.08
9/4/2026	ZCS ENGINEERING INC	SEISMIC GRANT-YVE	$	29,582.00
9/4/2026	HM RECEIVABLES CO. LLC	TEXTBOOK MTH CURRICULUM GR 7-8	$	45,852.73
9/4/2026	CURRICULUM ASSOCIATES, INC RMT	ONLINE CURRICULUM GR 6-12	$	54,712.50
9/11/2026	EDDYVILLE CHARTER SCHOOL	26-27 SSF PAYMENT	$	299,147.00
9/11/2026	SILETZ VALLEY CHARTER SCHOOL	26-27 SSF PAYMENT	$	210,752.00
9/11/2026	THYSSENKRUPP ELEVATOR CORP	ELEVATOR INTALL-TOHS	$	81,302.10
9/18/2026	LATHAM CENTERS, INC.	TUITION-SPECIAL ED OUT OF STATE PLACEMENT	$	34,492.46
9/18/2026	KNOTTWORKS CONSTRUCTION	BAND/CAFE/BATH-TOHS (F405)	$	32,937.00
9/18/2026	FOLLETT SOFTWARE LLC	LIBRARY/MEDIA ONLINE SOFTWARE	$	26,033.77
9/18/2026	COLUMBIA CONCRETE SAWING CO INC	CAFÉ FLOOR-TOHS (F405)	$	25,300.00
9/25/2026	DELL MARKETING, LP	STUDENT COMPUTER HARDWARE	$	332,271.50
9/25/2026	WAXIE	CUSTODIAL SUPPLIES-VARIOUS LOCS	$	29,019.27
9/25/2026	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACTED SERVICES	$	63,313.74
9/25/2026	DSL BUILDERS, LLC	SEISMIC GRANT-YVE	$	553,158.43

LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
September 30, 2026

Oregon State Treasury - Local Government Investment Pool		
Beginning Balance	$	37,832,041
Additions		1,653,909
Reductions		5,000,000
Ending Balance	**$**	**34,485,950**
Oregon State Treasury - Local Government Investment Pool - 2002 PERS Bonds		
Beginning Balance	$	875,642
Additions		273,417
Reductions		0
Ending Balance	**$**	**1,149,059**
Oregon State Treasury - Local Government Investment Pool - 2003 PERS Bonds		
Beginning Balance	$	903,305
Additions		284,593
Reductions		0
Ending Balance	**$**	**1,187,898**
Oregon Coast Bank - Money Market Account		
Beginning Balance	$	11,605,864
Additions		5,033,721
Reductions		6,500,000
Ending Balance	**$**	**10,139,585**
Monthly Totals		
Beginning Balance	$	51,216,852
Additions	$	7,245,641
Reductions	$	11,500,000
Ending Balance	**$**	**46,962,492**

Interest Rates	**July**	**Aug**	**Sep**
LGIP	**4.00%**	**4.00%**	**4.02%**
Oregon Coast Bank	**4.05%**	**4.05%**	**4.15%**

2. Monthly Financial Report - Bonds

LINCOLN COUNTY SCHOOL DISTRICT
BOND CAPITAL CONSTRUCTION FUND 425
UNAUDITED FINANCIAL STATEMENTS
As of September 30, 2026

	Budget	Encumb'd	Actual	Remaining
2025-26				
Revenues:				
Local - Interest			756,949	(756,949)
Bond Proceeds	17,500,000		78,754,146	(61,254,146)
Fund Tfrs/Asset Sales				
Beg. Fund Balance *			(301,154)	301,154
Total Revenues	17,500,000		79,209,941	(61,709,941)
Expenditures:				
Instruction				
Support Services			447,951	(447,951)
Facilities Acq & Const	17,500,000	582,945	14,892,513	2,024,543
Debt Service			111,392	(111,392)
End Fund Bal/Tfrs				
Total Expenditures	17,500,000	582,945	15,451,855	1,465,200
Fund Balance			**63,758,086**	
Less Encumbered			582,945	
Available for Expenditure			**63,175,141**	
2026-27				
Revenues:				
Local - Interest	500,000		349,374	150,626
Bond Proceeds				0
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	58,955,222		63,175,141	(4,219,919)
Total Revenues	59,455,222		63,524,515	(4,069,293)
Expenditures:				
Instruction				
Support Services				0
Facilities Acq & Const	22,000,000	8,924,863	3,900,566	9,174,571
Debt Service				0
End Fund Bal/Tfrs/Contingency	37,455,222			37,455,222
Total Expenditures	59,455,222	8,924,863	3,900,566	46,629,793
Fund Balance			**59,623,949**	
Less Encumbered			8,924,863	
Available for Expenditure			**50,699,086**	

Bond Capital Construction Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2026-27
Year To Date Transactions as of September 30, 2026 - UNAUDITED

	Period 1 Actual July '26	Period 2 Actual Aug '26	Period 3 Actual Sept '26	Period 4 Projected Oct '26	Period 5 Projected Nov '26	Period 6 Projected Dec '26	Period 7 Projected Jan '27	Period 8 Projected Feb '27	Period 9 Projected March '27	Period 10 Projected April '27	Period 11 Projected May '27	Period 12 Projected June '27	Period 13 Projected July '27	Projected 2026-27 Totals		Updated 2026-27 BUDGET	Year-To-Date 2026-27 Actuals	YTD Diff Budget vs. Projected	% of Budget
REVENUES																			
Beginning Fund Balance (est)	63,175,141													63,175,141		58,955,222	63,175,141	4,219,919	
Bond Proceeds														-			-	-	
Investments Purchased	(18,300,000)													(18,300,000)			(18,300,000)	(18,300,000)	
Sale of Investments	18,300,000													18,300,000			18,300,000	18,300,000	
Interest Earned	212,022	72,508	64,843											349,374		500,000	349,374	(150,626)	
Total Monthly Revenues	**63,387,163**	**72,508**	**64,843**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**63,524,515**		**59,455,222**	**63,524,515**	**4,069,293**	**0**
CUMULATIVE RESOURCES	**63,387,163**	**63,459,671**	**63,524,515**	**63,524,515**	**63,524,515**	**63,524,515**	**63,524,515**	**63,524,515**	**63,524,515**	**63,524,515**	**63,524,515**	**63,524,515**	**63,524,515**						
EXPENDITURES																			
Salaries (100)	32,857	27,594	28,518	23,400	23,399	23,399	23,399	23,399	23,399	23,399	23,399	23,399		299,562		348,075	88,970	(259,105)	
Employee benefits (200)	13,341	12,105	12,239	10,610	10,609	10,609	10,609	10,609	10,609	10,609	10,608	10,608		133,164		169,347	37,684	(131,663)	
Purchased services (300)	4,000	295,948	535,443	347,331	347,331	347,331	347,331	347,331	347,331	347,331	347,331	347,331		3,961,369		1,974,000	835,390	(1,138,610)	
Supplies (400)	46	324	4,200	240										4,811		20,000	4,571	(15,429)	
Capital outlay (500)	388,763	1,137,691	1,365,548	607,216	607,216	607,216	607,216	607,216	607,216	607,216	607,216	607,220		8,356,950		19,471,378	2,892,002	(16,579,376)	
Insurance/Other (600)	1,125	2,972	37,852	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,072		69,573		17,200	41,949	24,749	
Interfund Transfers (700)														-			-	-	
Contingency (800)														-		37,455,222	-	(37,455,222)	
Unappropriated Funds (800)														-			-	-	
Total Monthly Expenditures	**440,132**	**1,476,634**	**1,983,800**	**991,866**	**991,624**	**991,624**	**991,624**	**991,624**	**991,624**	**991,624**	**991,623**	**991,630**	**-**	**12,825,429**		**59,455,222**	**3,900,566**	**46,629,793**	**7%**
CUMULATIVE EXPENDITURES	**440,132**	**1,916,766**	**3,900,566**	**4,892,432**	**5,884,056**	**6,875,680**	**7,867,304**	**8,858,928**	**9,850,552**	**10,842,176**	**11,833,799**	**12,825,429**	**12,825,429**						
Month-end Fund Balance	**62,947,031**	**61,542,905**	**59,623,948**	**58,632,082**	**57,640,458**	**56,648,834**	**55,657,210**	**54,665,586**	**53,673,962**	**52,682,338**	**51,690,715**	**50,699,085**	**50,699,085**	**50,699,085**					

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

Expenditure Assumptions:

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

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs													-
Cleaning Services													-
Repairs & Maint													-
Rentals	4,000	2,000	2,000										8,000
Utilities													-
Transportation													-
Travel		38	2,674										2,712
Telephone		140	143										283
Postage													-
Advertising													-
Printing & Binding		301	151										452
Data Lines			69										69
Charter School Pmts													-
Tuition													-
Audit Services													-
Legal Services		1,188											1,188
Architect/Engr Svcs		292,281	530,406										822,686
Neg/Labor Consltg													-
Managemnt Svcs													-
Data/Tech Svcs													-
Election Services													-
Other Gen Prof Svcs													-
Total	**4,000**	**295,948**	**535,443**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**835,390**

Notes:

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

Date	Payee	Description		Amount
9/1/2026	CAPRI ARCHITECTURE	PROF SVCS AUDITORIUM-NHS	$	160,761.00
9/3/2026	TODD CONSTRUCTION INC	AUDITORIUM PHASE 1-TOHS	$	211,741.74
9/3/2026	SELECTIVE INSURANCE COMPANY OF AMERICA	AUDITORIUM CONSTR INSURANCE-TOHS	$	29,028.00
9/3/2026	ROAD & DRIVEWAY CO	PARKING LOT RESURFACING-TAES	$	43,119.46
9/3/2026	MCKILLIP DRYWALL	EXT PAINTING-CVH, OLE NMS, TOES	$	193,815.00
9/3/2026	KCDA	BLEACHERS-NMS, TAES, TOES	$	329,057.00
9/3/2026	JOHN E WILES JR CONSTRUCTION	PLAYSHED INSTALL-YVE	$	37,500.00
9/3/2026	CASCADE CASEWORK CORP.	CTE CABINETRY-TOHS	$	36,750.00
9/3/2026	CAPRI ARCHITECTURE	PROF SVCS AUDITORIUM-NHS	$	131,305.00
9/11/2026	FORTIS CONSTRUCTION INC	AUDITORIUM PHASE 1-NHS	$	488,649.64
9/17/2026	JOHN E WILES JR CONSTRUCTION	PLAYSHED INSTALL-YVE	$	52,000.00
9/17/2026	GLAS ARCHITECTS	PROF SVCS AUDITORIUMS-TOHS & WHS	$	238,339.64
9/24/2026	SYNERGY SECURITY SOLUTIONS	FIRE SUPPRESSION- VARIOUS LOCS	$	32,969.25
9/24/2026	OETC	CLASSROOM INTERACTIVE DISPLAYS	$	45,175.00
9/24/2026	JOHN E WILES JR CONSTRUCTION	INSTALL INTERACTIVE CLASSROOM DISPLAYS	$	53,550.00

LINCOLN COUNTY SCHOOL DISTRICT
BOND INVESTMENTS REPORT
September 30, 2026

Piper Sandler & Co Brokerage Account, Bank of New York - Pershing		
US Treasury Fixed Income Securities		
Beginning Balance	$	42,108,120
Additions		83,814
Reductions		6,146,938
Ending Balance	**$**	**36,044,996**
Oregon State Treasury - Local Government Investment Pool		
Beginning Balance	$	12,319,618
Additions		40,705
Reductions		
Ending Balance	**$**	**12,360,323**
Oregon Coast Bank - Money Market Account		
Beginning Balance	$	7,709,348
Additions		24,138
Reductions		1,144,115
Ending Balance	**$**	**6,589,371**
Monthly Totals		
Beginning Balance	$	62,137,086
Additions	$	148,657
Reductions	$	7,291,053
Ending Balance	**$**	**54,994,691**

Interest Rates	**July**	**Aug**	**Sep**
LGIP	**4.00%**	**4.00%**	**4.02%**
Oregon Coast Bank	**4.05%**	**4.05%**	**4.15%**

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

THE MONTHLY FEED - OCTOBER 2026

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

What's Growing On

September brought our second annual Garlicpalooza, and it was a tremendous success thanks to the generosity and support of our community and the hard work of so many district staff. Thank you to everyone who donated their time, resources, and enthusiasm to make this event possible. We are fortunate to be part of such a wonderful community!

October brings beautiful fall colors and shorter days. It's a rewarding time of year when we can literally see the fruits of our labor. Although our gardens are beginning to slow down, some of our most important work is still ahead. We're harvesting produce such as kale, Swiss chard, tomatoes, and squash, as well as collecting seeds from marigolds, nasturtiums, calendula, and other flowers. We're also planting cover crops to build and improve our soil, recognizing that healthy soil is the foundation of successful agriculture.

This month, we'll be distributing garlic to schools for planting, the inspiration behind Garlicpalooza, as well as planting salad greens in the hope of harvesting them before the first frost.

As we begin thinking about winter garden cleanup, we're also getting our hydroponic garden towers up and running. The earliest plantings are already producing harvests that are making their way into school salad bars, allowing students to enjoy fresh, school-grown produce even as the outdoor growing season winds down.

Highlights from Garlicpalooza.











 This institution is an equal opportunity provider.

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

What's Cooking

October is a Month for Celebrations!

October is Farm to School Month. To celebrate, all PreK-8 students will participate in the Oregon Crunch on October 22nd during snack with tri colored carrots. The Oregon "Crunch At Once" is a magical moment when students across Oregon bite into locally grown apples, carrots, or other crunchy produce all at the same time.

The collective crunch creates a powerful statement about the importance of local food and agriculture education in our schools, plus it's a whole lot of fun!

October is also Seafood to Schools Month, something we on the coast hold dear to our hearts. Taft 7-12 will be participating in the Cafeteria Co-net-tion again this year. This is an opportunity for students to learn fish fileting skills during culinary class, and then the fish will be served on the lunch line! Watch your school menu towards the end of October.

National School Lunch Week is October 12th to the 16th.
We will celebrate the vital role of healthy school lunches in student academic success and highlight the hard work of school nutrition professionals.

October 29th in National Oatmeal Day!
Common Ways to Celebrate: Cook a warm bowl of steel-cut or rolled oats, experiment with sweet or savory toppings, or bake oatmeal cookies and crumbles.



GARLICPALOOZA



SAVE the DATE

3rd Annual Garlicpalooza
October 2nd 2027

USDA Changes

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

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LIMITED TIME OFFER

October 9th Lunch: Shrimp Umi Ramen made with local shrimp.





October 30th Breakfast: Candy Corn Parfait made from mandarin oranges, pineapple and yogurt

October 30th Lunch: Pumpkin Penne Alfredo



freshpick for better health

Apples & Cherry Tomatoes are this month's Fresh Picks. Watch for these items to show up on your salad bar & in your school meals.

A Little Giggle to brighten your day.

Q: What is a pumpkin's favorite sport?
A: Squash.

HA HA

FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)

FFVP is an important tool in our effort to combat childhood obesity. The program has been successful in introducing elementary school children (K-8) to a variety of produce that they otherwise might not have the opportunity to try. Some of this month's offerings include: Orange Cauliflower, Pears, Tomatillos and Persimmons.

Did You Know?



Persimmons

Persimmons are technically large berries that grow on trees reaching up to 70 feet tall!

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

Fresh Picks Trivia

True or False?
Cherry Tomatoes are sweeter that larger slicing tomatoes?

A: True, their small size concentrates natural sugars and juices more effectively than larger tomatoes.



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

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c. First Student Report (Oral). BG-4

FIRSTstudent Transportation Update

Lincoln County School District
Board Meeting General Session, October, 2026

Date: October 7, 2026

Dear: LCSD School Board & Transportation Leadership,

It's like riding a bike: it's a little bumpy for the first few rides, but practicing safe ridership and building a healthy driver/monitor-student relationship from day one .

Driver staffing

You may notice that the route counts have shifted by type and that we have overall added one route, even though we are short two additional drivers. Below you will find an analysis as to why we have this shift.

Our wage and bonus scales are as follows:

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

Route Count	Sep 26	Oct 26
GenEd	35	40
SpEd	14	11
Type 10	9	8
Total	**58**	**59**
Total Drivers On Hand		
CDL	45	45
Type 10	6	6
Borrowed Drivers	4	3
Casual Drivers (limited route availability)	(7)	(5)
Total	55	54
Over/(Short) for Route Coverage	-3	-5
Drivers Pipeline		
Review/Interview	26	14
Unpaid Training Hold/Offer/Background	14	6
Total # in Training (Classroom)	3	0
Behind-the-Wheel Training	3	4
Leave/Unavailable	1	3

Latest news

Driver Staffing Update-Our routes will continue to adjust to school transportation needs and demographic changes. During the last few weeks, we added and combined routes based on these needs. As you see, we lost two drivers to medical issues but still were able to add the after school programs routes that are covered by drivers who finish their HTS routes in time.

Recruiting & Retention-During the start-up, our recruiting efforts were put on the backburner to ensure that our drivers and routes had a safe and smooth beginning to the school year. We still have our banner buses out, and we are working on an updated website banner for the LCSD website.
Because management is able to focus on operations, safety, and driver support, we have the time and energy to facilitate monthly birthday celebrations with goodies created by our resident baker, Karol Kutz

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

(her buttercream is to die for!). Other events include this month's Spirit week and a Halloween potluck.

Driver Consistency and Student Behavior-Consistent driver assignments play an important role in maintaining a safe, positive, and orderly school bus environment. When students regularly ride with the same driver, they benefit from familiar expectations, established routines, and a trusted adult who understands the individual dynamics of the route.

A consistent driver is better positioned to build relationships with students, learn their names and behaviors, recognize changes in mood or conduct, and address concerns before they escalate. Familiarity also allows drivers to establish predictable seating, routines, and behavioral expectations, reducing uncertainty and conflict among students.

Consistency supports fair and effective behavior management. Students learn what is expected of them and understand that rules will be applied reliably. At the same time, the driver's calm and respectful behavior provides positive modeling for students and helps establish the overall tone of the bus.

Most importantly, a regular driver becomes another trusted adult within the student's school community. Research and industry guidance emphasize that positive student-driver relationships, predictable routines, and consistent expectations can support better behavior and a more positive transportation experience.

Operationally, maintaining consistent driver assignments whenever possible supports three important goals: safer transportation, stronger student relationships, and fewer behavioral disruptions.

Fall Evacuation Drills-Fall evacuation drills have gone well overall, with only a couple of minor coordination issues. At one school, a vehicle was not initially requested to accommodate a student who uses a wheelchair, and at another, seven buses were scheduled when eight had been requested. Both situations were identified and resolved quickly, allowing the drills to proceed successfully. All completed evacuations have met Oregon Department of Education (ODE) requirements. Three schools still need to complete their fall evacuation drills, and each remains within the required completion timeframe.



Technology Updates

Safety Technology Enhancement –Management has learned to love the immediacy at which we are able to provide driver feedback, behavior evidence and complaint-based information. It is amazing to immediately pull video when I driver calls us over the radio and advises on an upset condition whether it is related to traffic situations or on-board issues. A lot of times, the relevant video is ready when the driver returns from route, and we can send it off to the schools as needed.

As drivers continue to become familiar with the Samsara camera system, we are receiving a range of feedback regarding the new technology. Some drivers have expressed concerns about inward-facing cameras, particularly the feeling of being continuously monitored during routine activities. Drivers have also reported frustration with occasional AI-generated alerts that may not accurately reflect the circumstances occurring at the time.

At the same time, drivers are beginning to recognize several important benefits of the system. Video provides an objective record of events and can help protect drivers when another motorist, road condition, student behavior, or other circumstances contribute to a sudden braking event or safety concern. The technology also gives management additional opportunities to recognize safe driving

practices and provide more focused coaching when improvement is needed.

As implementation continues, our focus is on helping drivers understand that the technology is intended to support safety, accountability, and driver protection, not simply identify mistakes. We will continue listening to driver concerns, addressing inaccurate or unnecessary alerts when appropriate, and using video and safety data as constructively and consistently as possible. Our goal is for drivers to become increasingly comfortable with the system and see it as another tool for protecting themselves, their students, and the public.



Routing updates

With the first month of school behind us, routing activity is beginning to stabilize, and we are receiving fewer requests for route changes and adjustments. Our new drivers are becoming more familiar with their routes, as well as First Student's processes and procedures, and are beginning to find their rhythm.

First Student management has also remained off regular routes for most of the school year so far, allowing the management team to focus more fully on operational oversight, driver support, and safety. We attribute much of this improvement to greater driver consistency on our routes. Having the same driver each day creates predictable routines and expectations for students, which contributes to fewer behavioral concerns and smoother, safer rides for everyone on board.

Our drivers are seeing firsthand how important consistency is and are recognizing the positive impact that maintaining established routines has on their students and the overall success of their routes.



Important dates

- 10/09/2026-LCSD In-Service Day
- 10/15 & 16/2026-Conferences; No School
- 10/26/2026-LCSD Professional Development; No School
- 10/27-30/2026-First Student Spirit Week
- 10/29/2026-Halloween Potluck "Gruel & Grub"

d. Custodial Services Report (Written). BG-4

Monthly Report

September 2026

Lincoln County School District



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Highlights / Recap

September being the start of the new school year had few challenges. Every building was shinny and clean ready for learning to begin. All custodial staff switched gears from project season into primary cleaning and maintenance mode. There were learning curves with different admin in different buildings with new custodial staff. Through effective communication all sites are now operating as expected.



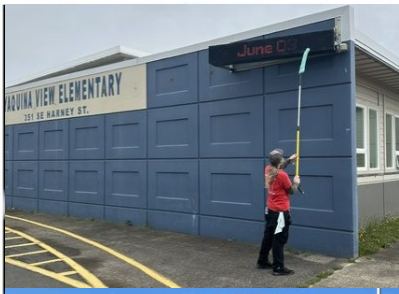
<u>Highlights for September</u>

- All vacancies filled (YV to be filled Oct. 10th)
- Using illness tracker data to target extra disinfection.
- All training complete. New hires in progress
- Helping insure IPM plans are being followed Taft. 7-12 & Taft Ele
- Schools ready for open house nights
- Expectation meeting with new Lead and principal at NMS. (re-unitized 1st shift responsibilities to align with building needs)
- Soft start to inspections. (more to come with building administrators feedback)
- New Ops. Manager training.











Highlight Pictures

- NHS EVS & Food service working together

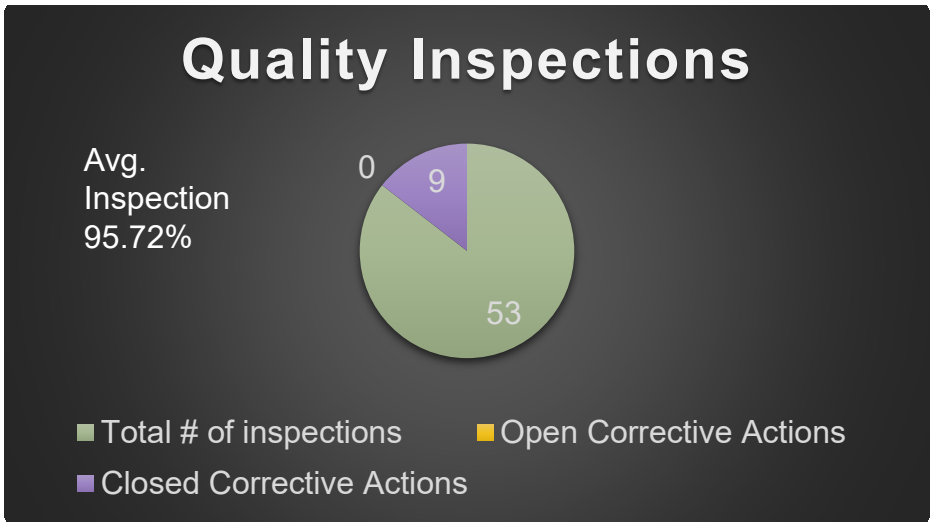


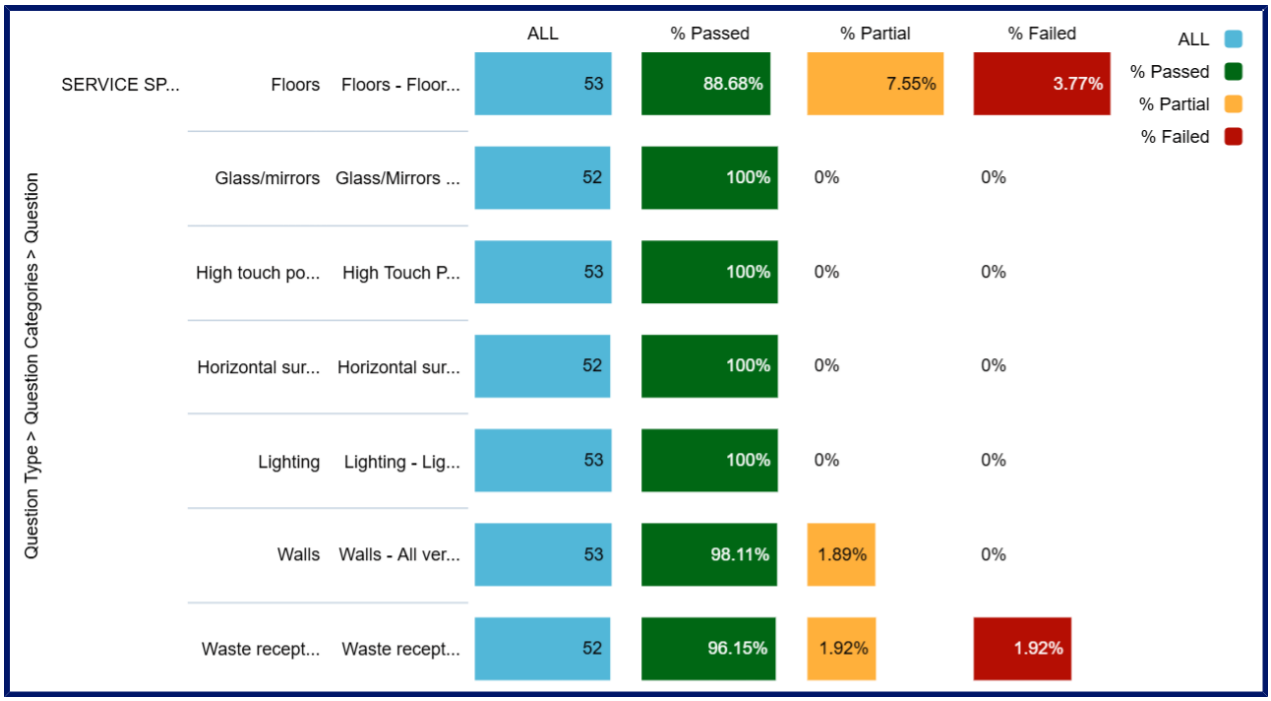






Analytics


Quality Inspections
Avg. Inspection 95.72%
0
9
53
Total # of inspections
Open Corrective Actions
Closed Corrective Actions


Question Type > Question Categories > Question
ALL
% Passed
% Partial
% Failed
SERVICE SP... Floors Floors - Floor... 53 88.68% 7.55% 3.77%
Glass/mirrors Glass/Mirrors ... 52 100% 0% 0%
High touch po... High Touch P... 53 100% 0% 0%
Horizontal sur... Horizontal sur... 52 100% 0% 0%
Lighting Lighting - Lig... 53 100% 0% 0%
Walls Walls - All ver... 53 98.11% 1.89% 0%
Waste recept... Waste recept... 52 96.15% 1.92% 1.92%
ALL
% Passed
% Partial
% Failed

Safety, Training, & Recognition

OSHA-compliant Monthly Safety and Development Training

Monthly Safety Training

- Workplace Violence
- Zero Harm- Journey to Zero
- 3 Checks for Safety

Staff Development Training

- Quality and Pride in your daily duties
- 7 Step process
- Personal Hygiene Policy

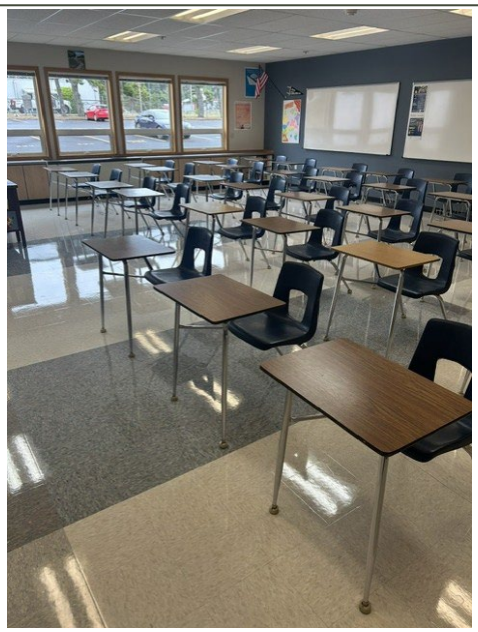
Safety Inspections / Observations

- Inspections Completed – 11
- Safety Meetings-1
- Safety Bingo Winner- 1 Taft 7-12
- May Injuries- 0 YTD- 0

Focus Area!

3 Check for Safety

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



Employee Spotlight

Kayla Kinane
EVS PM Custodian
Years of Service – 5 years



52

Project Updates

Completed/ongoing Projects

- All Vacancies filled. (YV onboarding projected completion 10.21.26)
- Using Data from illness reports to guide extra disinfection areas
- Mandatory training for start of school complete
- Insure IPM programs are strictly followed (what we can control)
- Schools ready for open house nights
- Expectation meeting with new NMS lead and building admin.
- Soft start to inspection for quality assurance.

Upcoming Projects

- TLC upstairs main hallway to have more finish laid on VCT.
- Project planning with Tech. to redo their floors
- Principal meetings set to being in Oct.
- Walk facilities with build admin to preform inspections.
- Increase 7-step process accountability through increased training
- PMs on larger floorcare machines.



7. Board Reports
8. Superintendent's Report
    a. Continuous Improvement Plan (CIP) Report. BG- 1 & 2

LCSD Continuous District Improvement Plan Data Tracking
Data Reporting

Acadience: Literacy benchmark administered three times a year in September, February, and May and literacy progress monitoring tool for students below and well below benchmark twice a month. Assessment measures point in time toward benchmark goals.

iReady Reading: Reading comprehension benchmark administered in September, February, and May. Required interim assessment for state accountability. Assessment measures end of year benchmark goals.

iReady Math: Math content and skills benchmark administered in September, February, and May. Required interim assessment for state accountability. Assessment measures end of year benchmark goals.

9th Grade On Track: High school graduation predictability measure. Students must be passing 6 courses, including all core, to be considered on-track. This number is reported monthly.

Graduation Projection: Seniors who are passing required courses and are on track for 4-year-cohort graduation. This number is reported monthly.

College Readiness: Percentage of Juniors and Seniors who have annually completed at least one dual credit or Early College course. This number is reported following the 1st and 2nd semesters.

Career and Workforce Readiness (CTE): Percentage of high school students who complete a CTE course in the school year. This is reported as a composite score to ODE. This number is reported following the 1st and 2nd semesters.

OSAS: Statewide assessment administered April-May and reported publicly in September or October of the following year.

K-2 Attendance Projection: Percentage of kindergarten-second grade students who attend school 90% of the time. This number is updated monthly.

District Attendance Projection: Percentage of K-12 students who attend school 90% of the time. This number is updated monthly.

Exclusions: Percentage of students with one or more suspensions and/or expulsions from school. This number is updated monthly.

Two-Way Family Communication: Percentage of students whose families have engaged in two-way meaningful communication with the school. This number is updated monthly.

Conference Attendance: Percentage of students represented at conferences. This number is updated in November and May.

PBiS Survey Results: Composite score based on a survey administered in April to parents, students, and staff. It will be updated in May.

LCSD Continuous Improvement Plan Data Tracking
September 2026

Academic Engagement

2026-2027 ODE Professional Growth Targets:

- Enhance 3rd-grade ELA outcomes by increasing student proficiency on state assessments to a target goal of 33%
- Enhance 8th -grade Math outcomes by increasing student proficiency on state assessments to a target goal of 18.2%
- Achieve a ninth-grade on-track graduation rate of at least 87.7%
- Achieve a four-year graduation rate of at least 88.7%
- Achieve a five-year completion rate of at least 86.5%
- Achieve a Career & Workforce Readiness CTE composite score of at least 151

Acadience	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	35%	53%	51%	45%	58%	47%	73%	**NA**	**NA**
iReady Reading	19%	12%	17%	28%	25%	26%	23%	29%	35%
iReady Math	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	14%	3%	6%	8%	11%	13%	14%	15%	13%

9th Grade On Track Projection	66.5%	**Graduation Projection**	78.3%	**College Readiness**	N/A	**Workforce Readiness CTE**	N/A
3rd Grade Reading OSAS	35.2% +5.5%	**8th Grade Math OSAS**	20.4% +7.7%	**11th Grade ELA OSAS**	48.3% -.07%	**11th Grade Math OSAS**	18.7% -2.1%

Wellness and Belonging

2026-2027 Professional Growth Targets:

- Cultivate student and family mental and emotional needs to achieve a regular attendance rate of at least 64.6% for grades K-2 and 64.5% for grades K-12.

K-2 Attendance Projection	75.5%	**District Attendance Projection**	71.8%	**Exclusions**	1.3%	

School-Community Connection

District Goal:

- LCSD will build strong relationships with families and the community as demonstrated by fully implementing at least one action in each of the identified strategy areas while documenting a meaningful connection with 100% of families through two-way communication using a variety of strategies and modalities.

Two-Way Family Communication	29%	**Conference Attendance**	October Data	**PBiS Survey Results**	3.2/4 (Spring 20226 Parent Involvement)	

b. Division 22 Report

Lincoln County School District
Report on Compliance with Public School Standards
2025-26 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 2025-26 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 2027-28 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
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
581-022-2355 Instructional Materials Adoption	Implementing approved corrective action from prior assurances	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	Lincoln County IM Division 22 Action Plan 2024-2025
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- Sections (1) and (2) TAG Plan Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable

581-022-2500 Programs and Services for TAG Students – Sections (3) and (4): Instruction Requirements	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
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 English Language Learners	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
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
581-022-2323 Preserving Student Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
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
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2307 Educational Equity Advisory Committees	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
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
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			

c. Siletz Valley Charter School Update

LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

To: LCSD Board of Directors
Siletz Valley School Board of Directors
Confederated Tribes of Siletz Indians Tribal Council
Fr: Dr. Majalise Tolan, Lincoln County School District Superintendent
Re: Siletz Valley School Compliance Update
Date: October 9, 2026

The following is the October Siletz Valley School Compliance Update. It was originally issued on October 8th to meet the internal LCSD Board folder deadline, but additional work was reported by SVS once that draft was received. This October 9, 2026 letter reflects those updates.

1. English Language Learning/Multi-Lingual Learner Plan: **Compliant**

2. Bylaws: **Compliant**

3. Facility Concerns: **Not Compliant**

   Progress Update: At SVS's proactive request, Oregon Student Activities Association made a site visit to provide feedback on Title IX facility compliance. SVS has also proactively worked with PACE on prioritizing facility improvements. Principal Barnes reported that she has been in contact with OSHA, and they are happy with their progress in starting a Safety Committee. Minutes from the Safety Committee meetings have been submitted. LCSD requested a copy of the latest kitchen inspection on 10/8, and it was received the same day.

4. Deliverables and Required Reporting (Grants): **Not Compliant**

   Progress Update: On 9/8, all schools were asked to submit Outdoor School grant budgets and schedule a pre-meeting with the LCSD grant accountant by 10/9 to allow time for proper internal review and to answer any questions to ensure accuracy prior to LCSD's submission to OSU by 10/15.

   On 10/1 and 10/6, the LCSD business department had to prompt SVS to complete. As of 10/7, this task has not been completed. On 10/8 this original letter was sent to SVS. On 10/9, Debra Barnes called Kendra Wiles and completed the requirement.

   There is a pattern of missed deadlines or last minute needs from SVS in this compliance area, resulting in it being considered not compliant. This is problematic for the Business Office. In this case, all Outdoor School budgets must be submitted simultaneously to OSU. Additionally, it was reported to LCSD by OSU that SVS planned to have its Outdoor School in late September or early October. If this is the case, the budget should be readily available and have been submitted to LCSD. If this task had not been

completed by SVS on time, LCSD would have been unable to submit its Outdoor School budgets timely.

5. Academic Performance - Targeted Improvement Status: **Not Compliant**

   Progress Update: A Continuous Improvement Plan (CIP) was revised and re-submitted on 10/1/26. Evidence of implementation will need to be documented over time. Sandy Mummey had to reach out to SVS and schedule the required benchmark meetings, as SVS did not initiate this requirement. The assessments were completed in September and the meeting is scheduled for 10/29. OSAS Grade-level data showed some improvement. Cohort data needs to be analyzed. Targeted status has not yet been released by ODE. SVS is working with Community Design Partners (CDP) for academic and attendance coaching.

6. Attendance: **Not Compliant**

   Progress Update: The 2025-2026 SVS Regular Attender rate was 41.4% SVS is working with LBLESD and CDP for attendance support. Tier I meetings have started. SVS reports they are calling families in Tier 3. The current 2026-2027 Rate is 68.9%. SVS reports they have set goals and implemented procedures. Evidence of implementation has not been provided, and Tribal Attendance Promising Practices program resources are not being utilized.

7. Graduation Rate and 9th-Grade-On Track: **Not Compliant**

   Progress Update: SVS had an improved graduation rate of 91% (24-25 data) on the 2025-2026 Oregon Report Card. Their 9th-grade-on-track rate increased to >95% despite being unsatisfactory with ODE and in monitoring status.

8. Financial Reporting (Audit, General Budget): **Compliant**

9. Oregon Public Meetings Laws: **Compliant**

10. Student Behavior Management Systems and Discipline Procedures: **Not Compliant**

    Progress Update: The following August requests have not been completed:
    - Create a behavior flow chart - majors, minors, notifications, etc.
    - Work with OSBA and SVS Board to develop an AR for student discipline, especially regarding weapons, drugs, or other potentially volatile or expulsion-related offenses.
    - Plan September education for students and families on SVS policies and procedures for behavior.

    LCSD was informed on 10/9 that SVS asked OSBA for a weapons AR, and they do not have a sample. SVS still needs to develop a weapons AR to support staff, students, and families in understanding the process if a weapon is on campus. Originally, LCSD was told a series of family meetings would be held beginning in September to cover the new expectations and meet other school to family/community needs. The newly submitted CIP calls for quarterly Warrior Town Halls. Evidence of implementation or an implementation plan has not been submitted.

11. Special Education Services: **Not Compliant**

    Progress Update: After waiting another month for SVS to schedule educator professional learning to support teachers in meeting accommodations and modifications, Carol Stock reached out on 9/25 to schedule the SVS staff professional learning. SVS agreed to the date proposed by Dr. Stock. The training will be provided to staff on 10/16.

SVS has continued to submit the required weekly check-ins. The September administrative connection was held at SVS during the scheduled annual on-site visit. During this time, Acting Superintendent Barnes and Superintendent Tolan completed four classroom walk-throughs and discussed high-quality engagement and meeting student needs.

In addition, LCSD received a community member complaint about SVS. This complaint was sent for legal review, as it pertained to personnel. LCSD legal counsel recommended LCSD not overstep and review a complaint outside of the charter agreement. In this process, Counsel noted that SVS is not authorized to enter third-party contract agreements for management services (i.e. Human Resources, Business Services, etc.). SVS was issued a 30-day-notice on October 1st to terminate the existing contracts and either hire their own human resources staff and business manager, contract with LBL ESD for services, or contract with LCSD. Board Chair Metcalf acknowledged receipt of the letter.

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

Sincerely,



Dr. Majalise W. Tolan
Superintendent
Lincoln County School District

d. School Calendar Update
e. Policy Update - First Read JGE

OSBA Model Sample Policy

Code: JGE
Adopted:

Expulsion**

{Required policy. ORS 339.250(2) and OAR 581-021-0070 require policies on expulsion.}
A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's conduct~~behavior~~ have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

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

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

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

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

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

option 1

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

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.]

OR

[When a recommendation for expulsion is made, the Board will meet and review the recommendation. The Board will hold or arrange for the expulsion hearing unless it has been waived.

If the Board is conducting the expulsion hearing, the Board may designate a Board member or a third party to run the hearing. The superintendent will provide relevant information to the Board, including the superintendent's recommendation and duration on disciplinary action.[2] This information will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. The Board will make the final decision regarding the expulsion.]

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

take away brackets

1. Notice will be given to the student and the parent by personal service[3] or by certified mail[4] at least [five] days prior to the scheduled hearing. Notice shall include:

   a. The specific charge or charges and the specific facts that support the charge or charges;

   ~~b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~

   ~~c.~~b. A ~~recommendation for expulsion~~statement of intent to consider the charges as reason for expulsion;

   ~~d.~~c. The student's right to a hearing;

   ~~e.~~d. When and where the hearing will take place; and

   ~~f.~~e. The student may be represented by counsel or other persons~~right to representation~~.

   ~~The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;~~

~~3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;~~

~~4.~~2. If~~In case~~ the parent or student ~~has difficulty understanding~~does not understand the English language ~~or has other serious communication disabilities~~, the district will provide an interpreter during the

[2] Evidence may include the relevant past history and student education records.

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

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

hearing ~~translator~~. All communications will be in a manner that is understandable to the parents and student;

~~5.~~3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, ~~and/or~~ parent or other person. The district's attorney may be present;

~~6.~~4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;

~~7.~~5. The student shall be permitted to be present and to hear the evidence presented by the district;

~~8.~~6. The hearings officer or the student may record the hearing;

~~9.~~7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;

~~10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommendedation decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, tThe Board will make the final decision regarding the expulsion;~~

~~If the Board has delegated authority to the superintendent [or designee] to act as the hearings officer, the superintendent may designate themself, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;~~

~~12.~~8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

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

Prior to expulsion ~~, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion~~ for reasons other than a weapons ~~policy~~ violation, the

district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification. ~~The district must document to the parent of the student that proposals of alternative education programs have been made.~~

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END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.061
ORS 336.615 - 336.665
ORS 339.115
ORS 339.240
ORS 339.250
OAR 581-021-0050 - 021-0075
~~House Bill 2514 (2019)~~

9. Adoption of the Consent Calendar. BG- 1-3
    a. Minutes of the Board
    b. Human Resources
        1. Board Personnel Action

Board Agenda — October 14, 2026 — Personnel Action

Temporary Licensed Hires(s):

Brenda Cruz	Grade 4 Teacher

Classified Hires(s):

Guyla Adams	Benefits Specialist/District Office
Katie Aires	Health & Records Assistant/Sam Case
Madison Bellmore	21st Century Teaching Asst/Crestview Heights
Nicole Cooper	21st Century Teaching Asst/Crestview Heights
Christian Kennedy	Grounds III/Facilities & Maintenance
Kim Pace	Special Education Teaching Asst II/Toledo Elementary
Alisa Pardo	Teaching Asst I/Taft 7-12
Tami Richardson	21st Century Program Site Coordinator/Sam Case
Alli Samples	Instructional Asst/Toledo Elementary
Todd Treto	Special Education Teaching Asst I/Taft 7-12

Coach Hires(s):

Lucy Tamayo	Assistant Cheer/Newport High
Matt Klaudt	Assistant Softball/Newport High
Matt Newell	Assistant Girls Soccer/Newport High

Resignation(s):

Evelyn Gomez	Bilingual Customer Service Coordinator Yaquina view	Resignation 9/4/2026 – 9/15/2026
Diane Moore	Accounting Specialist District Office	Resignation 1/3/2023 – 9/16/2026
Julie Read	Grade 4 Teacher Taft Elementary School	Resignation 8/31/2026 – 9/22/2026

c. Board
    1. Policy Updates - CCG, JFCEB, KGBB

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

Evaluation of Administrators

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

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

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

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

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

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

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

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

An evaluation using the administrator standards must attempt to:

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

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

END OF POLICY

Legal Reference(s):

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

OSBA Model Sample Policy

Code: JFCEB
Adopted:

Personal Electronic Devices */**

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

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

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

school issued school approved

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

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

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

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

must be stored during regular instructional hours.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.840

Oregon Executive Order 25-09

OSBA Model Sample Policy

Code: KGBB
Adopted:

Firearms Prohibited

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

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

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

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

END OF POLICY

Update removes brackets.

Legal Reference(s):

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

[2] See Senate Bill 554 (2021).

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

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

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

10. Action Items
    a. Business Services
        1. OSCIM Grant Resolution

RESOLUTION 2026/27-04

A RESOLUTION OF LINCOLN SCHOOL DISTRICT, LINCOLN COUNTY, OREGON, AUTHORIZING THE EXECUTION OF GENERAL OBLIGATION BOND PROGRAM GRANT AGREEMENT

WHEREAS, the Board of Directors of the Lincoln County School ("District") desires to enter into the OSCIM General Obligation Bond Program Grant Agreement with the State of Oregon, acting by and through its Department of Education ("ODE"), regarding its issuance of general obligation bonds.

WHEREAS, the District has reviewed the terms of the Grant Agreement, as attached.

NOW, THEREFORE, the Board of Directors authorizes the Business Services Director to enter into and execute the Grant Agreement with the Oregon Department of Education, and to sign all documents relating thereto.

DATED this 13th day of October, 2026

LINCOLN COUNTY SCHOOL DISTRICT

By:_____
Chair, Board of Directors

b. Board
    1. Board Professional Development Goals

Lincoln Co. School Board Goals for 2026-27

Establish a board performance and self-reflection cycle

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

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

Develop a strategic governance learning agenda

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

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

11. Items of Information & Discussion
    a. Board
        1. Annual Charter Report per Charter Agreements
            i. Eddyville Charter School

EDDYVILLE CHARTER SCHOOL

2026-2027 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, while also incorporating 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 Growth and Opportunities 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, to improve school climate and culture based on student survey results showing over 30% of students rated our school low in “helping them achieve their personal goals”

- School administrative team will attempt to secure funding for projects that improve facilities and student learning environments

Strategies, Actions and Measurements

- Facilitate regular department and staff meetings where we make data-based decisions to maximize student growth opportunities as shown by documented meeting agendas and notes

- Pursue funding sources to invest in capital improvements on school campus, including a Seismic Rehabilitation Grant submission partnering with ZCS Engineering and other smaller grants as shown by applications submitted and grants awarded. At this point we plan to keep the $250,000 in CET funds from LCSD until we know the results of our Seimic Rehabilitation Grant application.

- Evaluate and adjust current funding resources to prioritize student services and facility improvements, including the reallocation of some state grant funds within our SIA funds, as demonstrated by budget adjustments and projects completed

Community and Culture

Goals:

- ECS will reduce behavior referrals and detentions by 10%. Last year we had 312 documented behavioral incidences

- ECS will invest in safety and security upgrades to the campus, including replacing fluorescent lights (required by the state to be completed by 2030), adding a new gate to the campus entrance and updating exterior doors and locks

- ECS will continue to invest in facility upgrades for the purpose of raising student, staff and community pride in the school and the long-term health of the school structures

- 6-12 classroom learning environments will improve by 5% as rated by student survey. Last year less than 60% of middle school and high school students rated Strongly Agree or Agree to the statement “The behaviors in my classroom allow teachers to teach so I can learn.”

Strategies, Actions and Measurements

- Administration will implement strategic adjustments to schedules and practices for addressing behaviors. Administrators will track student behavior, including referrals and detentions, to monitor progress

- School administration will allocate at least $25,000 toward learning environment upgrades

- The facility plan will be updated to include safety and security enhancements, and funding will be allocated by the administration to make progress toward those improvements

- The middle school and high school will participate in a Student Engagement Survey that will provide data on climate and culture, including behaviors in classrooms that impact learning, to provide guiding feedback for continued improvements

Student Growth and Opportunities

Goals:

- All juniors and seniors will be provided the opportunities to enroll in college courses, free of charge

- 80% of elementary students will demonstrate 15 point academic growth in measured core content areas (math and reading) as measured by our iReady assessments in fall, winter and spring

- Student attendance will improve by 5% overall from last year. Last year we had an overall attendance rate of 69%, which is about the state average.

Strategies, Actions and Measurements

- ECS will partner with OCCC to provide dual credit and Early College options for juniors and seniors interested in pursuing college after high school as demonstrated by enrollment data

- Quarterly data analysis of elementary student iReady testing results will be conducted to monitor student growth in core content areas and identify students that may be targeted for intervention strategies, including High Dosage Tutoring

- Student engagement activities and attendance incentives will be organized and implemented as measured by documented attendance patterns and reward programs

- Student recognition programs, staff/student engagement activities and student leadership group activities will be held monthly to create a positive environment and encourage better attendance

District Talent Management and Development

Goals:

- The teachers and administrators at ECS will make measurable growth as measured by their professional goals and evidence targeting quality instruction practices

- Administrators will foster a culture of coaching and feedback through regular classroom observations with teachers that encourages high expectations aided by high level of support

Strategies, Actions and Measurements

- 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. Collection of evidence by the administration will demonstrate progress toward identified goals

- Teachers will be provided with professional development opportunities, observed and evaluated by administration and coached on professional practices to improve teacher performance, as demonstrated by documented professional development activities and comprehensive evaluation data

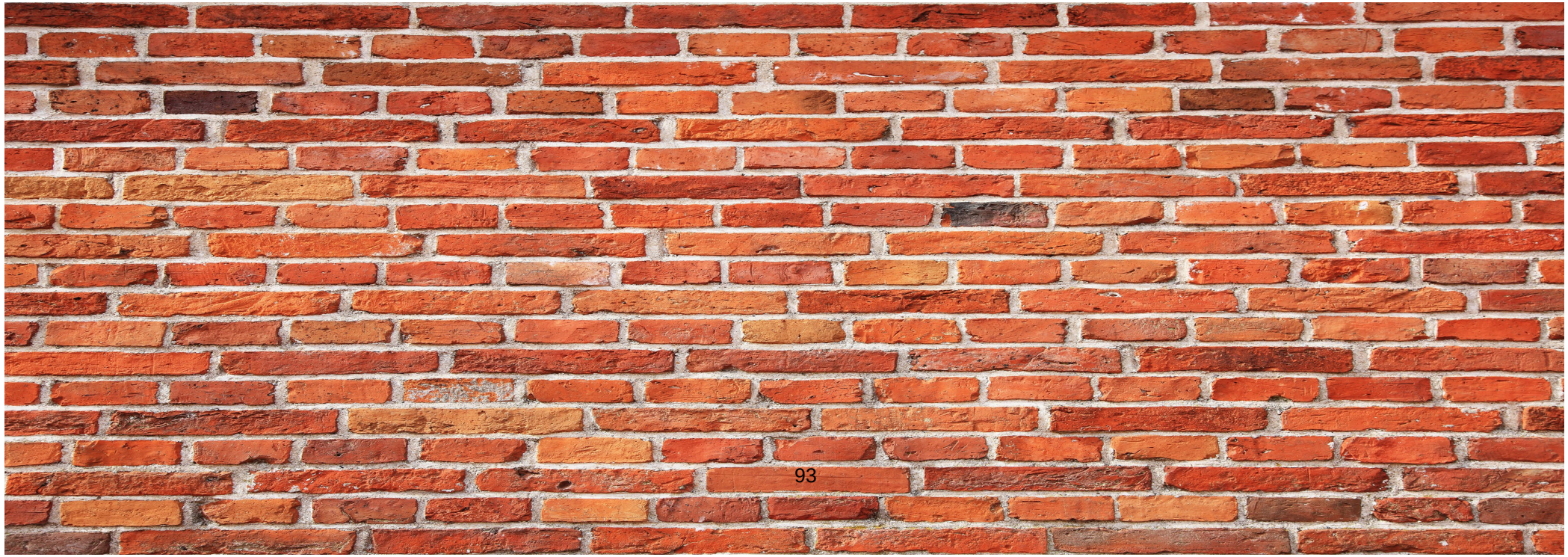
Eddyville Charter School

This is how EAGLES SOAR!



The Foundation of a Quality School

- Quality Facilities
- Quality Instruction
- Meaningful Opportunities
- Engaged Leadership

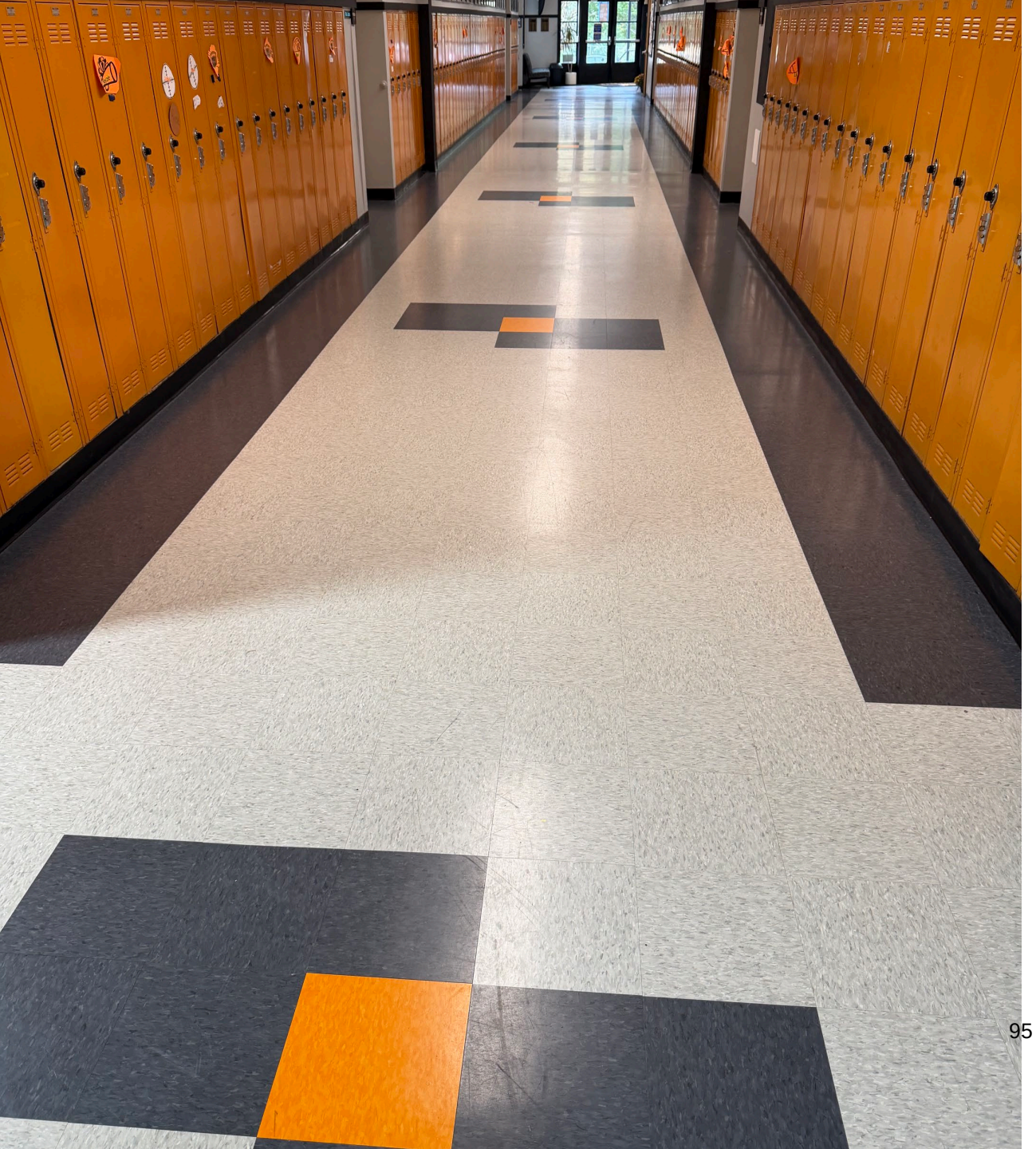


Facility Plan

The Highlights

- Exterior Siding
- Roof Replacement
- Asbestos Abatement
- Lead Pipe Removal
- Playshed
- Bell and Phone System
- Lighting Upgrades
- Window Upgrades
- Internet Upgrades





The Past Year

New Hallway Floor

New LED Lighting

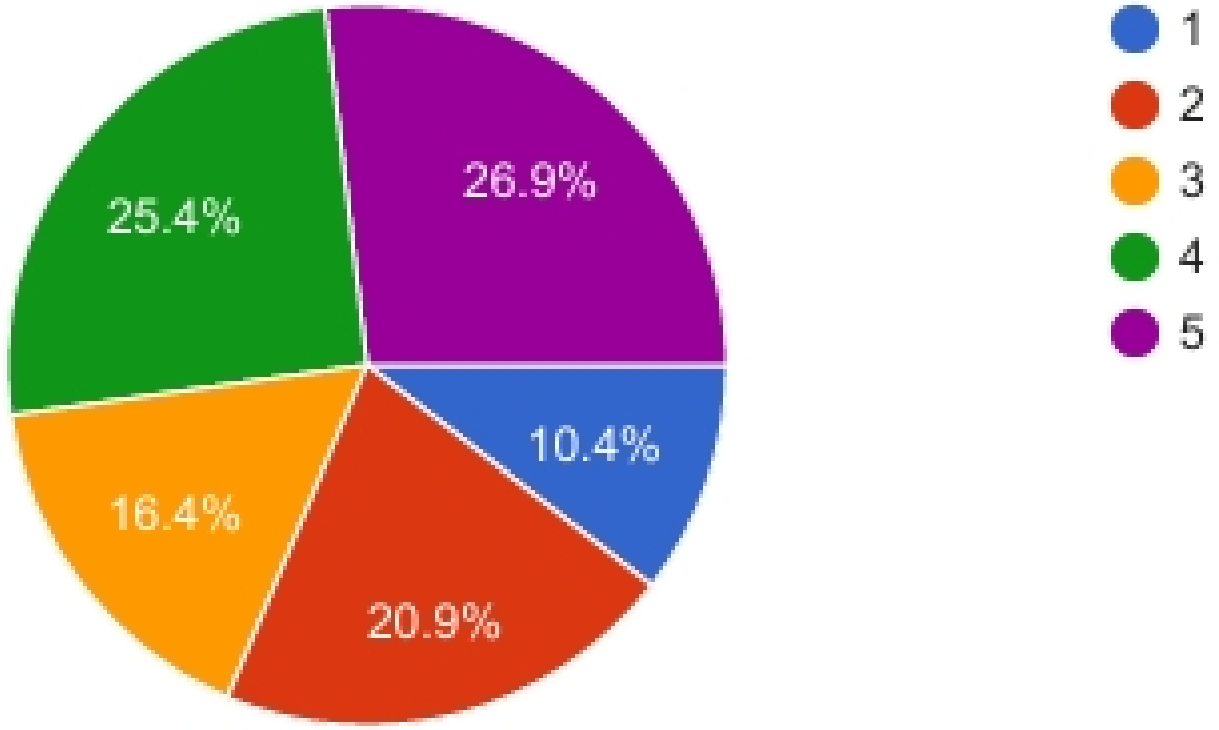
New Windows

Security and Safety Upgrades

The school is helping me achieve my personal goals.

Copy chart

67 responses



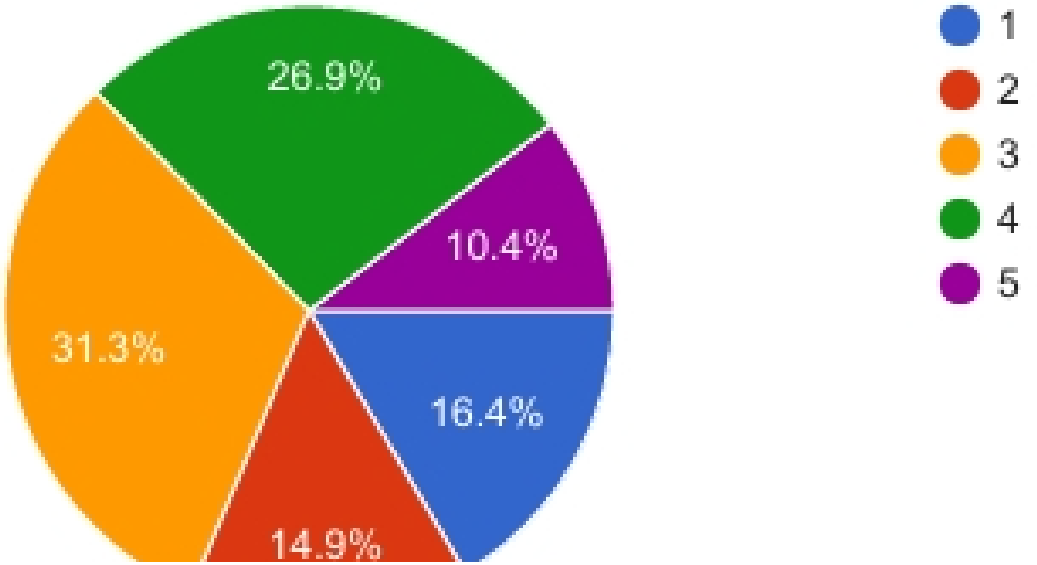
Serving our students

How are we creating meaningful opportunities?[96]

The behaviors in my classroom allow teachers to teach so I can learn.

Copy chart

67 responses



Quality Instruction

How are we improving learning opportunities? 97

Enrollment Policy

Waitlist

Enrollment Windows

Class Size Caps

Eddyville Charter Waitlist

Thank you for your interest in enrolling your child at Eddyville Charter School! Here at Eddyville we aspire to have a GREAT school that is grounded in fundamental educational values and aligned with state standards that also incorporates the exceptional educational opportunities that can be achieved in a small, rural school that is engaged with their community.

Here are some things to know about our admission process.

In order to be considered for enrollment, you must sign your child up on our Waitlist. We enroll students from our Waitlist during two enrollment periods: once at the beginning of the school year and again at the beginning of the second semester in January.

Waitlist registration is open to any child eligible to attend Kindergarten through 12th grade. We do have the following enrollment caps: Grades K - 5 at 18 students, grades 6 – 8 at 20 students, and grades 9 – 12 at 22 students.

Wait List Procedures: Prospective students may be placed on our Waitlist at any time, but must be on the Waitlist at least one week prior to the start of the next enrollment period to be considered. ECS may give admissions preference to siblings of students currently enrolled in and attending ECS. Otherwise, equitable lottery selection will be used to guide admission for filling vacancies in classes.

For fall enrollment, selection of students off the Waitlist will begin in June, before the end of the current school year, and will be updated once a month up to one week prior to classes starting in the fall. For second semester enrollment in January, selection will begin in December prior to Winter Break and then again in January up to one week prior to the semester break.

Parents/guardians of students that are selected for enrollment will be notified at the time of selection, but no later than one week prior to the start of the next semester. Failure to respond within 48 hours will open the spot for the next student on the Waitlist.

Results of Instruction

How do we measure student growth?

We use iReady testing to identify students for intervention, including High Dosage Tutoring, and to measure student learning across the school year.

Math

Fall 2025	Winter 25/26	Spring 2026	Growth
333	349	384	51
373	389	403	30
327	354	364	37
355	360	376	21
336	352	381	45
368	395	402	34
344	365	379	35
340	365	376	36
314	316	368	54
350	367	381	31
367	371	397	30
337	337	379	42
346	346	375	29
339	363	367	28
			35.92857
382	390	397	15
348	366	384	36
369	378	390	21
384	399	418	34
339	n/a	n/a	
416	414	436	20
351	349	388	37
378	406	432	54
339	361	359	22
409	436	453	44
379	390	421	42
373	384	412	39
355	371	399	44
377	395	399	22
	394	429	35
			33.21429
409	424	433	24
422	433	451	29
392	398	422	30
380	393	421	41
382	390	416	34
409	444	466	57
404	404	444	40
397	397	427	30
395	399	407	12
411	432	442	31
397	401	409	12
393	n/a	n/a	
394	411	n/a	17
360	378	394	34
370	381	382	12
395	433	443	48
411	441	436	30
380	393	425	45
393	447	446	54
			32.22222

ELA

Fall 2025	Winter 25/26	Spring 2026	Growth
361	371	402	41
380	418	447	67
354	366	379	25
371	389	406	35
349	349	405	56
382	391	459	77
282	282	405	123
357	357	402	45
326	358	382	56
366	381	400	34
378	385	438	60
348	383	412	64
352	361	389	37
340	358	380	40
			54.28571
387	413	470	83
377	390	400	23
408	387	415	7
420	432	443	23
340	n/a	n/a	
459	419	470	11
365	358	405	40
460	481	506	46
327	355	367	40
491	494	518	27
384	404	417	33
401	415	446	45
368	407	417	49
415	459	417	44
	403	434	31
			35.85714
409	421	451	42
497	524	563	66
480	487	482	7
404	420	449	45
397	423	479	82
563	578	604	41
424	427	487	63
469	504	520	51
448	477	496	48
438	487	496	58
420	449	494	74
451	n/a	n/a	
542	551	n/a	9
412	430	465	53
392	423	413	31
506	543	537	37
489	501	517	28
423	439	460	37
499	553	557	58
			46.11111

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

OREGON AT-A-GLANCE SCHOOL PROFILE

Eddyville Charter School

PRINCIPAL: Eric Clendenin | GRADES: K-12 | 1 Eddyville School Rd, Eddyville 97343 | 541-875-2942

2024-25

Students We Serve

199 Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	5%
Teachers	6%
Asian	
Students	0%
Teachers	0%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	8%
Teachers	0%
Multiracial	
Students	8%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	79%
Teachers	94%

* Ever English Learners		2 Languages Spoken
12% Students with Disabilities	95% Required Childhood Vaccinations	33% Students Experiencing Poverty

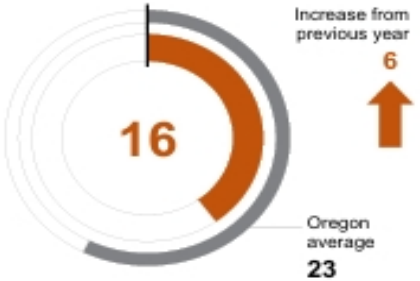
*<10 students or data unavailable

School Website: eddyvillecharterschool.org/

School Environment

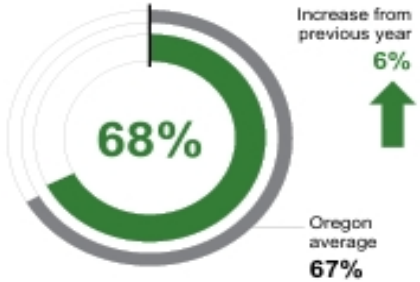
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

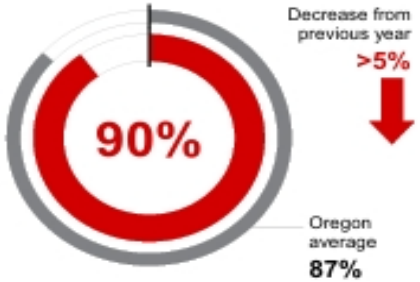
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

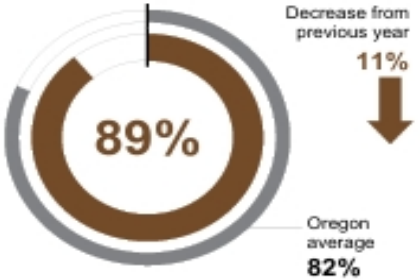
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

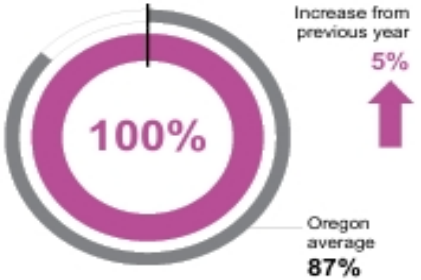
ON-TIME GRADUATION

*Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in **2023-24**.*



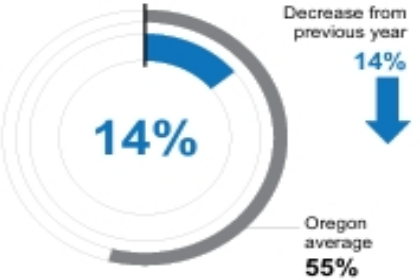
FIVE-YEAR COMPLETION

*Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in **2023-24**.*



COLLEGE GOING

*Students enrolling in a two or four year college within 12 months of completing high school in **2022-23**. Data from the National Student Clearinghouse.*



School Goals

ECS is dedicated to serving all students in a safe and healthy learning environment where their voice aligns student needs with system requirements and equitable outcomes. Our SOAR principles foster a culture of hard work, perseverance, love and kindness while equipping all students with necessary resources and support for developing well-rounded and successful humans. ECS strives to graduate 100% of its students and develop post-secondary action plans, increase reading and math levels by 20% annually and increase RAR to 90%.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. Investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

ECS strives to create an environment that is welcoming, safe and inclusive for students, families and the community. ECS has strong partnerships with our Booster Club, local businesses and colleges. We continue to build on K-12 social and emotional learning, staff training in trauma informed classrooms and collaborative teams to foster a healthy climate for all students and staff.

- Attendance Strategies
- PGT's
- ELA Scores
- HDT
- Graduation Rate
- 9th Grade On-Track
- College Going



Staff Making A Difference

Professional Development, Staff Retention, Aspirations and Engagement

Growth Opportunities

Seismic Rehabilitation Grant

Booster Club Resources

LCSD Assistance

Reallocation of Local Resources



Our Approved Performance Growth Targets

Focusing on Attendance and Reading

Local Performance Growth Targets

Eddyville Charter School

The following Performance Growth Targets have been approved by the Oregon Department of Education.

Common Metrics	Target Type	2026-2027	2027-2028	2028-2029	2029-2030
K-2 Regular Attendance	Baseline	70	71.5	73	74
	Gap Closing	67	69	71	74
K-12 Regular Attendance	Baseline	67	68	69	70
	Gap Closing	63	65	67	70
3rd Grade ELA	Baseline	20	25	30	35
	Gap Closing	Exempt	Exempt	Exempt	Exempt
8th Grade Math	Baseline	Exempt	Exempt	Exempt	Exempt
	Gap Closing	Exempt	Exempt	Exempt	Exempt
9th Grade on-Track	Baseline	92	93	94	95
	Gap Closing	Exempt	Exempt	Exempt	Exempt
4-Year Graduation	Baseline	93	94	94.5	95
	Gap Closing	Exempt	Exempt	Exempt	Exempt
5-Year Completion	Baseline	91	93	94	95
	Gap Closing	Exempt	Exempt	Exempt	Exempt
Postsecondary Readiness	Baseline	30	35	40	50
	Gap Closing				

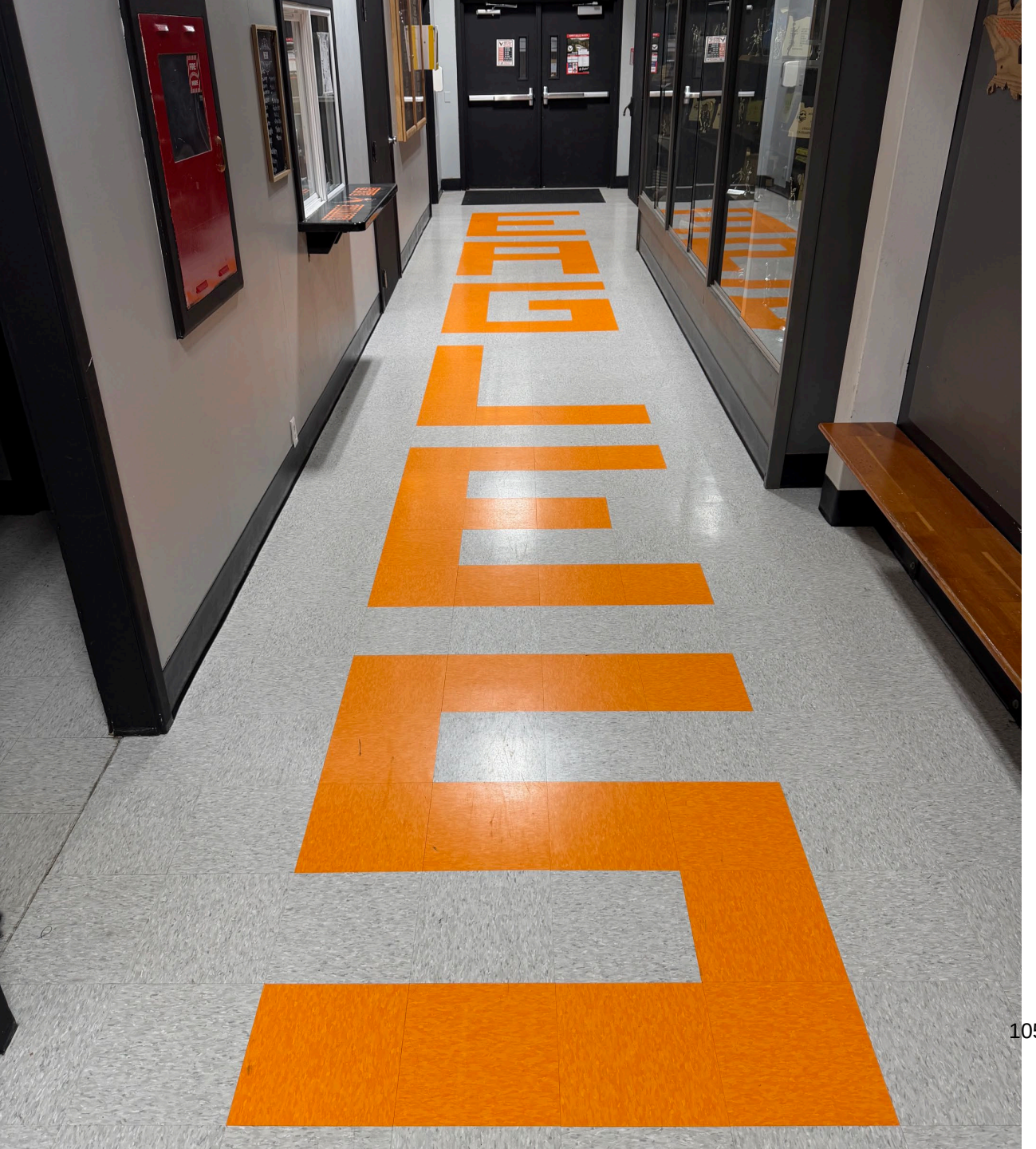
Our Improvement Plan

EDDYVILLE CHARTER SCHOOL

2026-2027 Continuous Improvement Plan and Strategic Priorities

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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, while also incorporating 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 Growth and Opportunities and District Talent Management and Development.



Good Things To Come!

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

b. Other
    1. Meeting Takeaways
    2. Reminders/Announcements
c. 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.